



Prosser School District

Regular Board Meeting

Date and Time

Wednesday June 24, 2026 at 6:00 PM PDT

Location

Prosser School District Boardroom
1203 Prosser Ave.
Prosser, WA 99350

Join Zoom Meeting:

<https://prosserschools-org.zoom.us/j/84742629936?pwd=vH7ttmXyePeDKmuUEasyAL9NqTI2RK.1>

Meeting ID: 847 4262 9936

Passcode: 783736

One tap mobile:

+12532050468,84742629936#, *783736

The Prosser School District Board of Directors will hold a Regular Board Meeting on Wednesday, June 24, 2026, at 6:00pm in the Prosser School District Boardroom, 1203 Prosser Ave., Prosser WA 99350.

Agenda

Presenter

I. Opening Items

A. Call the Meeting to Order

Presenter

B. Pledge of Allegiance

C. Record Attendance

D. Approval of Agenda

II. Protocol for Addressing the Board

A. Welcome to the Board Meeting!

III. Hearing of Visitors

IV. Discussion Items

A. School Improvement Plans 2026/27 and Year in Review - Prosser High School Bryan Bailey

B. School Improvement Plans 2026/27 and Year in Review - Housel Middle School Michael Denny

C. School Improvement Plans 2026/27 and Year in Review - Prosser Heights Elementary School Jodi Sabin

D. School Improvement Plans 2026/27 and Year in Review - Keene Riverview Elementary School Jessie Wilson

E. School Improvement Plans 2026/27 and Year in Review - Whitstran Elementary School Julaine Groeneveld

F. Budget Expense Update

V. Student Representative Reports

A. Student Representative Olivia Smasne

B. Student Representative Ezri Roy

C. Student Representative Reagan Andrews

VI. Action Items

A. Vouchers Shawn Cook

Presenter

B. Interlocal Agreements with Sunnyside School District

Dr. Jennifer Allen

C. Approval of 2026/2027 School Improvement Plans

Prosser High School

Housel Middle School

Prosser Heights Elementary School

Keene Riverview Elementary School

Whitstran Elementary School

D. Linkit! Contract and Information

Kevin Gilman

VII. Consent Items

A. Certificated Personnel

B. Approval of Minutes

VIII. Reports

A. Director of Grants, Assessment and Elementary Programs

Kevin Gilman

B. Director of Finance and Operations

Shawn Cook

C. Assistant Superintendent

Deanna Flores

D. Superintendent

Kim Casey

IX. Board Member Reports

A. Vice President Michelle O'Brien

B. Director Brian Weinmann

C. Director Frank Vermulm

D. Director Elisa Riley

E. President Jason Rainer

X. Closing Items

A. Future Meetings

Regular Board Meeting, July 8, 2026, Prosser School District Boardroom, 6:00pm

Presenter

B. Adjourn Meeting

Prosser School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boys Scouts and other designated youth groups. The following employee has been designated to handle questions and complaints of alleged discrimination:

Section 504/ADA Coordinator: Dr. Jennifer Allen, 1203 Prosser Ave. Prosser, WA 99350 509-786-1820
jennifer.allen@prosserschools.org

Title IX Coordinator and HIB Coordinator for State Law: Kim Casey 1203 Prosser Ave. Prosser, WA 99350 509-786-3323 kimberly.casey@prosserschools.org

Civil Rights Coordinator for State Law: Deanna Flores 1203 Prosser Ave. Prosser, WA 99350 509-786-3323
deanna.flores@prosserschools.org

Coversheet

Welcome to the Board Meeting!

Section: II. Protocol for Addressing the Board
Item: A. Welcome to the Board Meeting!
Purpose:
Submitted by:
Related Material: Welcome to the Board Meeting.pdf

Prosser School District No. 116

Welcome to a meeting of the Prosser School District Board of Directors!

Your views and interest in education are important to us and to your schools. Whether your visit is for the purpose of bringing information to the board's attention, solving a problem, or simply to see what's going on, we hope you'll feel welcome and comfortable at this meeting. We also hope that you will leave with a better understanding of your school district and its board of directors.

How the Board Operates

As the board meeting progresses, you may notice that there is quick action on some items. This is because the board generally considers an issue for several meetings before taking action, and also because background materials on the various items are sent to members for their careful study prior to the meeting. Sometimes the board will approve a motion that encompasses many items. These items, grouped under the "consent" portion of the agenda, are considered routine. You'll be able to follow the action more carefully if you pick up a copy of the agenda that is available.

Board members are President Jason Rainer, Vice-President Elisa Riley, Director Michelle O'Brien, Director Frank Ver Mulm, and Director Brian Weinmann.

About Board Meetings

Regular Board meetings are held twice each month, usually on the 2nd and 4th Wednesday. The first meeting of the month is also a time for the various educational programs of the district to provide an educational presentation to the Board. These meetings begin at 6:00 p.m.

The board encourages input on all issues under discussion at the business meetings.

About Executive Session

The board may occasionally go into executive session, thus excluding the public and the news media from witnessing the discussion. You should know though, that the board will only discuss issues in executive session. It must, by law, take all actions in an open meeting. The law also limits what the board can legally discuss in executive session. These closed discussions may only concern litigation, personnel selection or evaluation, negotiations, complaints against an officer

or staff member, or real estate transactions where public disclosure would be damaging to individuals or the general welfare of the district. Before going into executive session, the board president must estimate the time the board will return to open session.

Addressing the Board

You may present a concern to the board during the time reserved for hearing public comment. If this is the case, we ask that you:

- Prior to the start of the meeting, sign in, noting the topic you intend to address to the board.
- Come to the microphone and state your name.
- Do not reflect adversely on the political or economic view, ethnic background, character, or motives of any individual.
- Do keep your comments concise, non-emotional, and brief.

The board is interested in hearing your concerns and your compliments too. It's best to call the superintendent's office a couple of days before the meeting. If this isn't possible, you can ask the board president to recognize you during the hearing section.

Board Hearings

The school board can be compared to a "court of last resort." If a concern cannot be solved by first talking with the teacher, principal, or appropriate district personnel, it may be forwarded to the board for hearing. Sometimes this hearing may be conducted in "executive session," meaning the public and the media are not in attendance.

About Your Board

Public schools are especially close to the communities they serve because they are governed by men and women selected from the community. These men and women - your school board; are volunteers who spend a great deal of time on the many details involved in providing quality education.

Board members serve four-year terms. They are required to file financial disclosure statements with the Washington State Public Disclosure Commission and must be registered voters of the school district

School board members attend meetings, keep communications open with other members of the community and represent the needs of the district before local, state, and national representatives. They make critical decisions that have a direct impact on what children learn and how they learn it. However, a school board is a legal body and can only make decisions as a body.

You may notice that many of the decisions the board must make are not directly related to instruction. School board members are also responsible for keeping the buildings and grounds in good shape, balancing the budget, protecting the district's legal interests, and providing for long-range planning.

Coversheet

School Improvement Plans 2026/27 and Year in Review - Prosser High School

Section: IV. Discussion Items
Item: A. School Improvement Plans 2026/27 and Year in Review - Prosser High School
Purpose:
Submitted by:
Related Material: Prosser High School School Improvement Plan 26-27.pdf

OSPI School Improvement Plan 2026–2027

Consolidated School Improvement Plan Title I, Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement	
Section 1: Building Data	
1a. Building: Prosser High School	1g. Grade Span: 9-12 School Type: Comprehensive High School
1b. Principal: Bryan S. Bailey	1h. Building Enrollment: 820
1c. District: Prosser School District	1i. F/R Percentage: 65.3%
1d. Board Approval Date: TBD	1j. Special Education Percentage: 11.6%
1e. Plan Date: 2026-27 School Year	1k. English Learner Percentage: 17.9%
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Targeted 1-2	

Section: Building Leadership Team Members		
Bryan Bailey, Principal	David Funk, Assistant Principal	Richard Follett, CTE Director
Kasey Blair, AVID Site Coordinator	Meghan Van De Graaf, Science Teacher	Nicholas Popelier, Science Teacher
Jason Crook, Math Teacher	Michelle Hall, English Language Arts Teacher	Jennie Colgan, Counselor
Nirmal Joshi, Social Studies Teacher	Christopher Aiken, Math Teacher	

Section 3: Vision Statement
<p>Mission Statement:</p> <p>It is the mission of Prosser High School to provide a safe, caring, and engaging learning environment that will equip all students with the skills necessary for a productive post-secondary future.</p> <p>Vision for Students:</p> <p>Every student is engaged in meaningful, rigorous content, without learning barriers.</p> <ul style="list-style-type: none"> • Students understand what is required of them. • Students think about the task in which they are engaged. • Students reflect on the process of their learning. • Students collaborate with stakeholders throughout the process of their learning.

Section 4: PLAN/NEEDS ASSESSMENT

Prosser High School is the only comprehensive high school in Prosser, WA. PHS serves 820 students in grades nine through twelve. Within the comprehensive high school, we provide students access to special education services, credit retrieval opportunities, “honors” courses, and many Advanced Placement and College in the High School classes. Off site, Prosser School District provides access to Running Start and Tri-Tech for students whose interests cannot be met on campus, as well as an alternative setting online learning environment through Graduation Alliance. PHS provides para-educator support to special education students and bilingual students in the general education setting and have taken significant steps toward an inclusion model by implementing co-teaching classes and co-planning preparatory periods.

Prosser High School recognizes and adheres to federal, state, and district guidelines and requirements. We gather input and engage staff in year-round decision making through a variety of methods, including: Building Leadership Team meetings, Professional Learning Networks, meetings with consultants in the Math Department, Positive Behavior Intervention Support (PBIS) Team meetings, department meetings, and support staff development and implementation.

Prosser School District has helped facilitate educator growth in our efforts to become data rich by placing an emphasis on data collection, interpretation and discussion through Professional Learning Communities. Prosser High School began implementing strategies learned at the conference with our staff and focus our data collection this year to include improved smart goals and specific data points chosen by teachers and implemented in an advisory period. Our building has decided to focus on areas of need by creating focus groups, called PLC+ groups, dedicated to becoming data driven in those specific areas. We have also focused our work on Freshman Success and dedicate PD time to that goal.

Quantitative and qualitative data is collected as a means of engaging in a needs assessment to better understand the learning needs of our students and community. The data collected can provide an accurate and thorough view of the entire school, grades 9-12. As we compile more data and begin the process of review, our skills in analysis have begun to re-shape the culture of discourse we hope for at PHS. We want to become more data driven, making systematic changes when needed, based on accurate data collected over time.

Data collection items include:

- Smarter Balanced Assessment Consortium
- WIDA (Testing completed, scores not reported on OSPI)
- STAMP Test
- Building and classroom assessment data
- Credit Recovery Data
- Class Failure Rates
- Parent Surveys
- Staff input on Master Scheduling
- Staff involvement on school commitments
- PLN/SITE Team Meetings
- Attendance Data
- Discipline Data
- Reflection on School Improvement Plan progress
- Early Warning System (Skyward)

Prosser High School 2025-26

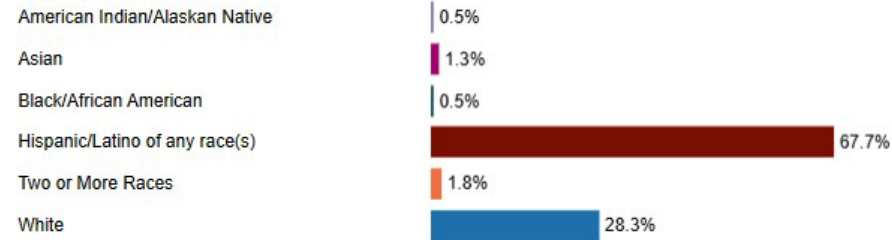
Total Student Enrollment

835

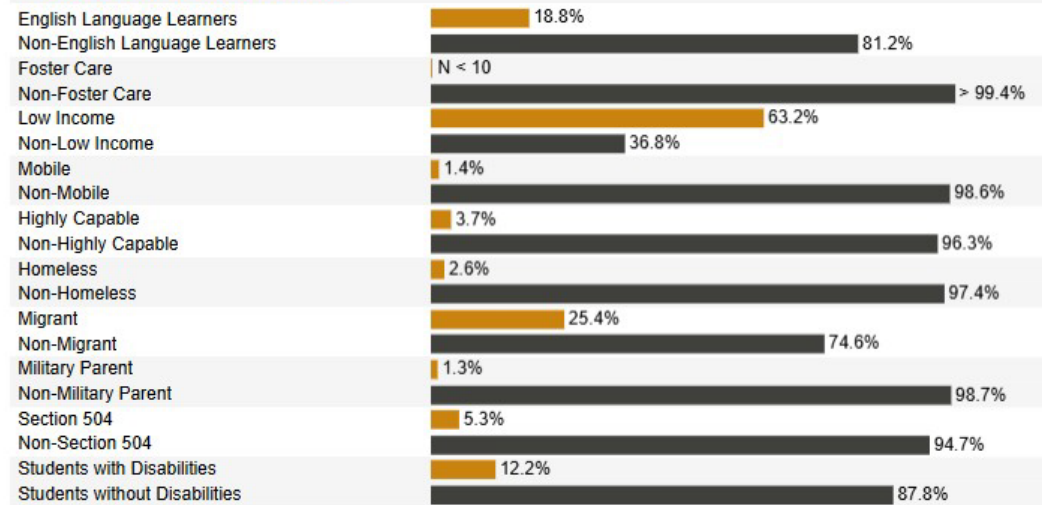
Gender



Race/Ethnicity



Program and Characteristic



Summary:

Prosser High School graduation rate has remained relatively strong, hovering around the low 90-percent range. We believe we have established systems that help students remain engaged, earn credits, and complete graduation requirements. While state assessment results reveal academic challenges, especially in mathematics, we have been effective at retaining students and helping them persist through high school. Graduation is often the culmination of individual student decisions, and the data suggest that many students at Prosser are successfully navigating those decisions through their senior year.

One of the most encouraging indicators associated with schools that maintain strong graduation rates is our ability to keep freshmen "on track" during the critical first year of high school. Washington's Ninth Grade Success framework defines students as on track when they successfully earn credit for all courses attempted during ninth grade. Students who finish freshman year on track are dramatically more likely to graduate within four years.

For Prosser, the central question is not simply whether students graduate, but whether enough students are establishing academic momentum during their freshman year to support later success. The school's graduation outcomes suggest that many students are successfully making this transition, but achievement data indicate that some students may be earning credits without consistently demonstrating mastery of state academic standards. We have worked diligently in this area with the help of outside consultants to bolster achievement in our Freshman class. This is a continued area of growth for Prosser High School

Reading and English Language Arts outcomes are moderate relative to statewide expectations. Student performance indicates that a substantial portion of students are meeting standards, but there remains a sizeable group that enters or progresses through high school without achieving full proficiency. This is particularly important for freshmen because literacy skills influence success across nearly every content area, including science, social studies, and career and technical education courses.

Mathematics remains the most significant academic concern. Proficiency rates lag well behind desired levels and likely represent the greatest obstacle to improving overall student readiness for postsecondary education and careers. Because Algebra I and other introductory high school mathematics courses are often taken during ninth grade, freshman math performance may serve as an early warning indicator for future academic risk. Students who struggle in freshman math frequently experience difficulties accumulating credits and accessing advanced coursework later in high school.

Prosser serves a student population that includes significant numbers of multilingual learners and Hispanic/Latino students. Statewide data consistently show that multilingual learners experience some of the lowest Ninth Grade On Track rates among all student groups and PHS is no different. We are working to implement MTSS measures we believe will help specifically with our multilingual learners. For Prosser, this means that freshman success initiatives should be viewed not only as academic interventions but also as equity strategies. Effective support for multilingual learners during ninth grade has the potential to improve both graduation outcomes and academic achievement over time.

If one were to identify the highest-leverage improvement strategy for Prosser High School, it would likely be the development of a comprehensive Freshman Success framework. State and national research consistently demonstrate that investments in ninth grade generate some of the largest returns in graduation and achievement outcomes. Schools implementing structured freshman success systems have seen measurable improvements in credit attainment and graduation rates.

Such a framework would focus on:

- Early identification of students showing signs of academic risk.
- Monitoring attendance, behavior, and course performance on a weekly basis.
- Providing timely intervention before students fail courses.
- Strengthening relationships between freshmen and trusted adults.
- Creating coordinated support teams that include teachers, counselors, intervention specialists, and families.
- Providing targeted support in Algebra and English courses, where freshman failures most commonly occur.

Prosser High School is a school with strong student persistence and commendable graduation outcomes, but one that has not yet translated those strengths into consistently high academic achievement. The data suggest that the school's next stage of improvement should focus less on graduation itself and more on ensuring that students—particularly freshmen—build the academic skills and credit momentum necessary for long-term success.

In many ways, the school's future performance may be determined by what happens during the first year of high school. If Prosser can increase the percentage of freshmen who successfully complete all attempted credits, especially among multilingual learners and students struggling in mathematics, it is likely to see gains not only in graduation rates but also in assessment performance, college readiness indicators, and postsecondary success. Freshman success is not simply another metric; it is the leading indicator that connects nearly every desired outcome in the high school improvement process.

Building data

Please provide your school district and building name below.

School District: Prosser School District
Building Name: Prosser High School
Date:

Instructions:

Using the tables below, identify your highest priority school improvement goals and activities for SY 2022–23. Please refer to the OSSI SY 2022–2023 School Improvement Plan Implementation Guide for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids. 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?

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?

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 equal 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: 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 appropriate Components.

(Template continues on next page)

SY 2026-27 SMARTIE Goal #1: 90% of PHS Students will graduate on time.

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described.

Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	<i>What was/ is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>
Develop and strengthen a Multi-Tiered System of Intervention focused on Tier 1	2026-27 School Year with review at the end of each trimester	Bryan Bailey, Building Intervention Team, Student Success Team	Student Success Team Referrals and Conferencing Process	SST Referral Data, Failure Rates
Continued support of Credit Recovery	On-going with review at the end of each school year.	Bryan Bailey, David Funk, Counseling Team, Albert Flores	PASS Packet, Graduation Alliance	Completion rates
Create and implement "Early Identification System"	Ongoing during 2026-27 School year, with regular reviews at each grade report date	Counseling Team, Freshman Success Team	Professional Development through "Washington Center for High School Success" coach Molly Lawson,	Grade reports, Failure Rates
Communication of Graduation Pathways	2026-27 school year	Counseling Team, Bryan Bailey, Rick Follett	N/A	Document Creation and student data entry in Skyward
PLC+	Ongoing	Bryan Bailey, David Funk	PD with Christine Clem, Team Meetings	Creation/implementation/monitoring SMARTIE Goals within groups

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

1. Click or tap here to enter text.

2. Click or tap here to enter text.

SY 2026–2027 SMARTIE Goal #2: 80% of 9th graders will end the school year with 6.5 credits and pass all core classes.

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described.

Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<i>What was/ is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>
Content area PLCs will establish, monitor and publish a SMARTIE goal based on individual students data to address student achievement each trimester	Review at the completion of each Trimester with data checkpoint along the way to be completed during content area PLCs.	Bryan Bailey, Building Intervention Team, Student Success Team	Student Success Team Referrals and Conferencing Process	Department results on SMARTIE goals, Pass Rates
Continued support of Credit Recovery	On-going with review at the end of each school year	Bryan Bailey, David Funk, Counseling Team, Albert Flores	PASS Packet, Graduation Alliance	Completion rates
Create and implement "Early Identification System"	Ongoing during 2026-27 School year, with regular reviews at each grade report date	Counseling Team, Freshman Success Team	Professional Development through "Washington Center for High School Success" coach Molly Lawson	Grade reports, Pass Rates
Progress Monitoring Checklist	Create and implement a Progress Checklist for struggling students	David Funk	Professional Development through "Washington Center for High School Success" coach Molly Lawson	Weekly Monitoring
Failure List Weekly Update	Send failure list to teaching staff weekly	Bryan Bailey, David Funk, Anika Schroeder	Skyward	Failure Rates
Mustang Alert	Re-implement during 26-27 school year	Bryan Bailey, David Funk	MTSS, BIT	Identify struggling students

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

SY 2026–2027 SMARTIE Goal #3: Average Daily Attendance will increase to 95% in 2026-27 school year and will increase Regular Attendance Rate 1% each Semester.

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #3: answer all prompts in each column for each activity described.

Activities	Timeframe	Lead	Resources	Measures
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What was/ is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>
September Awareness Month	Month of September	David Funk	Click or tap here to enter text.	Communications to stakeholders
Student Recognition for Perfect Attendance	End of each trimester	Kasey Blair, Athena Sartin	Community Relations/Reward development	Number of students with perfect attendance each trimester
Absence Awareness Letters	Ongoing, every three weeks	David Funk		Number of
Truancy Board	Ongoing	David Funk	Community awareness/involvement	Number of student referrals to board
Student Success Team	Ongoing, meet every other Wednesday as needed	Bryan Bailey		Number of referrals to counseling, number of referrals that require SST meeting

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

SY 2026-27 SMARTIE Goal #4: 80% of all 11th grade students will achieve the high school graduation cut score in ELA by the Spring of 2025 on the Smarter Balanced Assessment (SBA).

Activities	Timeframe	Lead	Resources	Measures
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What was/ is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>
Continue Implementation of Curriculum	Adopted Savvas: My Perspectives Focus on implementation of Eng 4	Bryan Bailey, Michelle Hall (ELA Dept. Chair)	PLN meetings	Common Assessment Data
Administer Savvas diagnostic for growth measures	Beginning of Tri 1 and at end of each trimester	ELA Teachers	My Perspectives Platform	test data from each attempt

Administer formative common assessments on vocabulary	Ongoing	ELA Teachers	Vocab.com	test data from each attempt
Data Driven PLN	Ongoing	Bryan Bailey, Michelle Hall	Savvas implementation assessment data, Vocabulary.com	Assessment score increase, data comparison within department

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

1. Click or tap here to enter text.

2. Click or tap here to enter text.

SY 2026-27 SMARTIE Goal #5: 75% of all 11th grade students will achieve the high school graduation cut score in Math by the Spring of 2026 on the Smarter Balanced Assessment (SBA).

Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<i>What was/ is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>
Write and administer common assessments, rubric, and grading practices	Ongoing in Professional Learning Networks. Review next unit complete prior to the end of current unit of study.	David Funk, Math Team	PLN meetings	Common Assessments, Monitoring through walk-throughs, PLN Minutes
Research possible diagnostic/intervention options for struggling students: ALEKS, MAPS	Ongoing	Math Teachers	PLN time	Recommendations, Piloting
Data Driven PLN	Ongoing	David Funk, Math Team	SBA Platform Training	Assessment score increase, data comparison with SBA
Instructional Coaching	Ongoing (10 Meetings)	David Funk, Kris Lindeblad (Agile Mind)	Agile Mind	Minutes from PLN meetings, SBA Interim improvement, SBA improvement scores

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

1. Click or tap here to enter text.

2. Click or tap here to enter text.

SY 2026–2027 SMARTIE Goal #6: English Language Learners will grow one level in 2 of 4 domains by 2026 as measured the WIDA

Activities	Timeframe	Lead	Resources	Measures
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What was/ is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>
<p>All Level 1 & 2 students in the bilingual program will receive language support through the ELL support classes or Excel classes.</p>	Ongoing, Review placement at each trimester and upon completion of WIDA	Bryan Bailey, Albert Flores, Quinn Martin, Kevin Gilman	Excel training through ELD	The number of EL 1 and EL2 students in the program compared to the overall number of ELD students.
<p>Level 3 & 4 students will receive support through inclusion classes</p>	Ongoing	Bryan Bailey, Albert Flores, Quinn Martin, Kevin Gilman	Co-Teaching PD, Co-Planning PD	Number of EL receiving support through co-planning

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

1. Click or tap here to enter text.

2. Click or tap here to enter text.

SY 2025–2026 SMARTIE Goal #7: 80% of all students will complete at least one dual credit course and earn college credit by the class of 2027 as measured by dual credit student percentage.

Activities	Timeframe	Lead	Resources	Measures
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<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i>	<i>What was/ is the projected length of time of this activity?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>
<i>Who, specifically, will benefit from this practice/activity?</i>	<i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who else will be involved?</i>		
Maintain dual credit opportunities in master schedule	Master Scheduling	Bryan Bailey, Rick Follett, Counseling Team	Curriculum, materials, PD for CiHS staff	Number of CiHS offerings
Clearly define and communicate the procedure for enrolling in dual credit classes and communications to students and their families.	Ongoing	Counseling Team	Master Scheduling timeline	Communications with stakeholders
Recruiting additional students into dual credit classes	Ongoing	Counseling, Teachers	Counseling sessions/visits to Mustang Period	
College in the High School/Dual Credit Fair/Career Fair	S1	Erika Alvarez, Bryan Bailey	Time, Space, Personnel	Number of students and parents in attendance

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

SY 2026–2027 SMARTIE Goal #8: 100% of PHS teachers will exhibit regular use of AVID Schoolwide Writing and Organization strategies.

Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i>	<i>What was/ is the projected length of time of this activity?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>
<i>Who, specifically, will benefit from this practice/activity?</i>	<i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who else will be involved?</i>		

All teachers will routinely utilize WICOR strategies to increase engagement and rigor for all students	Ongoing	Kasey Blair, Admin Team	Walk-throughs, PD on WICOR, Model WICOR strategies during staff meetings	Data from walk-throughs
Create and implement "Community of Practice" schedules, partnered with PLNs.	Ongoing	Kasey Blair, Bryan Bailey, BLT	Wednesday Calendar, PD	Data from walk-throughs
Embrace and support the school's mission and vision.	Ongoing	Bryan Bailey	Commitment in staff meetings, PD	Data from walk-throughs
All students participate in enrichment activities to deepen understanding of post-secondary opportunities.	Ongoing	Kasey Blair	WICOR PD, Student Success Portfolio, Pathways for HSBP, College/career fair, Financial Aid Night	Data from walk-throughs
Bi-weekly focus on WICOR strategies at staff meetings	Ongoing	Kasey Blair	WICOR PD, Online AVID tools	Data from walk throughs
Teachers will routinely help students with organization in classrooms	Ongoing	Kasey Blair, Admin Team	Organization supplies (folders, journals, dividers)	Data from walk throughs

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

Coversheet

School Improvement Plans 2026/27 and Year in Review - House1 Middle School

Section: IV. Discussion Items
Item: B. School Improvement Plans 2026/27 and Year in Review - House1
Middle School
Purpose:
Submitted by:
Related Material: 2627 SIP Plan2 HMS.pdf

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

<p>Building Name: Housel Middle School</p>	<p>Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If yes, which one(s)? (Note each school with a school code must submit a separate School Improvement Plan): NA</p>
<p>School Code: 2906</p>	<p>Grade Span: 6-8</p> <p>School Type: Middle School</p>
<p>Principal: Michael Denny</p>	<p>Building Enrollment: 511</p>

School District: Prosser School District	F/R Percentage: 73.4 (25-26)
Board Approval Date: June 24, 2026	Special Education Percentage: 19.9% (25-26)
Plan Date: Click or tap here to enter text.	English Learner Percentage: 30.7% (25-26)
Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status: Tier 3: Compounded	

Vision and Mission Statement

Mission:

At Housel Middle School we are committed to a culture of learning.

Vision:

At Housel Middle School we envision a thriving educational community where every student is empowered, engaged, and inspired to reach their full potential.

Values:

We believe all students can learn at high levels.

We believe a collaborative culture drives success.

We believe that learning is the fundamental purpose of our school.

We believe in a results-driven mindset.

We believe in a culture of continuous improvement.

We believe in building meaningful relationships.

School Leadership Team Members and Family-Community Partners

List by (Name, Title/Role)

Michael Denny -Principal – Leadership Team	Kristal Cole – Assistant Principal – Leadership Team
Wendy Rodriguez - Instructional Coach – Leadership Team	Jeff Appelgate – History/Leadership Teacher – Leadership Team
Jessica Huntington - Math Teacher - Leadership Team	Kathleen Woolcutt – ELA Teacher – Leadership Team
Amanda Johnson – Counselor – Leadership Team	Kevin Greager – History Teacher – Leadership Team
Kevin Cole – Physical Education Teacher – Leadership Team	Michael Harris – Science Teacher - Leadership Team

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.

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

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: Tier 3 Compounded

WSIF Data Measures	2023 WSIF Cycle Data	2024 WSIF Annual Data	2025 WSIF Annual Data
Comprehensive (All Student Group)	2.85	3.35	3.40
Comprehensive Graduation Rate			
Student Group			
American Indian/Alaska Native			
Asian			8.85
Black/African American			
Hawaiian/Other Pacific Islander			
Hispanic/Latino	2.50	2.25	3.13
Two or more races	5.38	6.00	6.58
White	3.63	4.75	5.30
English Learner	1.10	1.43	1.75
Low Income	2.65	2.95	3.00
Special Education	1.28	1.28	1.33

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?

Data from multiple sources, including the most recent WSIF information, indicates HMS is trending in the right direction as noted by:

Based on the WSIF framework, the results of the 2025 SBA demonstrated strengths in:

- Growth was noted in all groups (All Students, Asian, Hispanic/Latino, Two or More Races, White, English Language Learners, Low-Income, and Students with Disabilities).
- Math Median SPG for Hispanic and White (2 Decile Improvement)
- Regular Attendance Rate for Two or More Races (2 Decile Improvement)
- No negative changes to decile scores in any identification group.
- Initial data indicates over 50% of identified emergency cohort students showed “stretch growth” on the 2026 SBA in both English Language Arts and Mathematics.

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

Housel Middle School continues to have SBA growth and achievement scores in Reading and Math that are below expectations for our students in the following groups: English Language Learners and Students with Disabilities. These areas have been previously identified as an area of improvement in previous SIP plans. Results from the 2025 SBA indicate growth for both Math and ELA for English Language Learners and Students with Disabilities, while the achievement scores are well below peers.

3. What disproportionalities exist among student groups?

Students with Disabilities and English Language Learners are performing below their same age peers in Reading and Math.

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

We have identified the following root causes of our disproportionalities among student groups:

- Most students that enter Housel Middle School are performing below standard in both Reading and Math.
- Most students with disabilities that enter Housel Middle School are performing below standard in Reading and Math.
- Most students in the bilingual program score below proficiency on the WIDA suggesting low language acquisition.
- Tier 1 instruction does not support all students.
- We do not have a system that responds to the learning needs of students in a timely and effective manner.
- Intervention programs/instruction/support are not available to students who are not benefiting from Core instruction in Math, History, or Science.

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

We believe that improving Tier 1/Core instruction will improve outcomes for all students.

We believe that improving our response to students who are not meeting standard will support all students, especially Students with Disabilities and English Language Learners.

6. How do identified needs impact each other?

Many of our students qualify for special education while also being identified as English Language Learners. Improved instruction and response to student success/failure with appropriate interventions and extensions will support all students including Students with Disabilities and English Language Learners.

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

Short Term Goals:

- Intentional master scheduling to maximize dwindling program supports.
- Para-support to identified students.
- Student assessment at beginning of year to set baseline for progress monitoring.

Long Term Goals:

- Adjust and develop PLC/Critical Friend Group process to the new schedules with limited time and structure.
- Implement MTSS process district/building.
- Improve Core instruction.
- Provide immediate and targeted instruction and supports for struggling students.
- Improve implementation and access to Tier 1 instruction in their classroom.

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

Fall LINKIT academic assessments to identify, plan for, and support students performing below standard.

Provide teachers the time and processes necessary to support struggling students (time in PLC, before school, and during the work week).

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

This year we will be exploring the connection between LINKIT, IRLA, and common assessment data to predict success on the Smarter Balanced Assessment. This would improve our ability to identify, monitor and support struggling students.

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.

There are approximately 160 Multilingual Learners at Housel Middle School in the 2025-26 school year. Multilingual learners are identified as one of two student groups who are currently performing below the Cycle 3 identification threshold.

A select few of the 161 students were part of a "Dual Language" program in grades K-5 but when they transition to HMS there is limited, and in some cases, no language support for identified students. Housel Middle School only had a "Spanish History" class to support a handful of students each year and the results on the WIDA and SBA show mixed results on their assessment scores.

We believe that our work around Thinking Maps and Professional Learning Communities will begin to support instructional strategies and academic needs for all of our students, including our Multilingual Students and Students with Disabilities..

We have three ½ time para educators that are assigned to our "newcomers" so all other identified ELL students go without supplemental support in the general and special education programs.

We do not have a newcomer program at HMS. Students new to PSD and US are placed in general education classes, grouped with students with similar strengths and challenges, and receive limited para support during the day.

Students with disabilities will be receiving core instruction and Reading and Math for the second year in addition to their instruction and support related to their IEP goals and objectives.

Lack of targeted interventions and extensions for Mathematics. Math teachers will be moving from a double period block to a single period this year. This would cut their instructional time in half compared to previous school years. The Math curriculum provides a Tier 1 "core" instruction but does not provide a targeted intervention for students not meeting standard.

There is a lack of updated curriculum for History and Science.

Loss of ½ time counselor support for our students needing SEL support.

Loss of PLC time due to district restructuring of secondary schedule and staffing.

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: Improve core instruction in all academic areas for all students including our student groups that are furthest from education equity – Students with Disabilities and English Language Learners.

Priority #2: Provide timely and targeted interventions and support to students that are not meeting standards in Reading and Math.

Priority #3: Implementation of Vocabulary IRLA support and Thinking Maps to support all students, including our English Language Learners.

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: 75% of Emergency Cohort students as identified by the Spring 2026 ELA SBA will show stretch growth by the spring 2027 ELA SBA.

*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 mid-year we will know if we are likely to reach our goal by looking at IRLA data. If we are trending toward 75% of emergency students 0.1 or higher growth monthly, we will consider our students on track to meeting this goal.

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

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

<p><u>Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.</u></p>	<p>Data Measures</p>	<p>Lead and Timeframe</p>	<p>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.</p>
<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>Routinely use a set of comprehension-building practices to help students make sense of text through focus on vocabulary and</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>We will collect winter and spring diagnostic data in vocabulary with data disaggregated for students with disabilities and multilingual learners.</p> <p>Use of a common formative assessment created by teachers to monitor student progress toward goals.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>ELA Teachers and Instructional Leadership Team</p> <p><i>When will this EBI occur?</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>	<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>language usage. (Strong Level of Evidence)</p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Develop an assessment to monitor our progress around vocabulary development in students. Time for teachers to review student data and make instructional adjustments.</p> <p>What student groups will benefit and why?</p> <p>We believe all students will benefit from this practice, but particularly those students furthest from academic equity including Students with Disabilities and Multilingual Learners. Addressing Vocabulary will help students by directly impacting their ability to comprehend rather than just</p>	<p>Teachers will also need to use School Pace data to set, monitor, and adjust vocabulary goals for each identified student.</p> <p>How will the impact on equitable learning or behavior change be measured?</p> <p>We will be looking for an impact on equitable learning and behavior change through 1.) Monitoring of the setting/monitoring/changing of IRLA toolkit vocabulary power goals.</p> <p>2.) Meeting with identified students to work on their power goals twice weekly.</p>	<p>Throughout the 2026-2027 school year.</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>ILT will review IRLA data weekly to make sure teachers meet with their identified students weekly.</p> <p>ILT will review IRLA data every two weeks to ensure individual student power goals are adjusted on due dates with goals centered</p>		
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<p>decoding text which will increase fluency.</p>		<p>around vocabulary. The ILT will monitor end of semester and end of year progress through the LINKIT schoolwide assessment.</p>		
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SY 2026-2027 SMARTIE Goal #2: 75% of Emergency Cohort students as identified by the Spring 2026 Math SBA will show stretch growth by the spring 2027 Math SBA.

*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 we will know if we are likely to reach our goal because we will be monitoring growth made on interim assessments aligned to curriculum units. We will also be able to see if students are demonstrating a half year of growth using data from the Winter LINKIT assessment.

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 (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.</u>	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> <p>Housel Middle School will implement Critical Friends Groups. (Moderate to Promising).</p> <p><i>What resources will be used for implementation? (For example,</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Students' pre-assessment and post-assessment scores.</p> <p>Mid-year LINKIT progress</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>The building's Instructional Leadership Team.</p> <p><i>When will this EBI occur?</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>	<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>professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Teachers will need time to align interim assessments to units of study. Teachers will need time to set goals based on pre-assessment data. Teachers will need time to plan interventions based on the assessment data.</p> <p><i>What student groups will benefit and why?</i></p> <p>Students will improve their ability to demonstrate grade level standards, increasing their overall scores. Students furthest from proficiency (Students with disabilities and Multilingual Learners) will gain the most.</p>	<p>monitoring scores.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>We will be looking for an impact on equitable learning and behavior change through</p> <ol style="list-style-type: none"> 1. increased teacher efficacy in the PDSA cycle 2. Teachers will be better able to increase in differentiated instruction and adjust instructional practices. 	<p>The ILT will monitor PSDA protocols with a rubric every two weeks until 75% implementation at which point evaluation will be monthly.</p> <p>Teachers will chart their data around their goal and if they are meeting an appropriately developed goal. The ILT will monitor monthly goal writing and monitoring monthly.</p> <p><i>When or how often will progress be monitored or data reviewed?</i></p>		
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		<p><i>Be as specific as possible.</i></p> <p>Mid-Year and End of Year assessments (LINKIT) will be monitored by the ILT and Math Teachers.</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.

Coversheet

School Improvement Plans 2026/27 and Year in Review - Prosser Heights Elementary School

Section: IV. Discussion Items
Item: C. School Improvement Plans 2026/27 and Year in Review - Prosser Heights Elementary School
Purpose:
Submitted by:
Related Material: 2026-27-school-improvement-plan Heights.pdf

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

<p>Building Name: Heights Elementary School</p>	<p>Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If yes, which one(s)? (Note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.</p>
<p>School Code: Click or tap here to enter text.</p>	<p>Grade Span: Grades 3-5</p> <p>School Type: Elementary School</p>
<p>Principal: Jodi Sabin</p>	<p>Building Enrollment: 408</p>

School District: Prosser School District	F/R Percentage: 70.3%
Board Approval Date: Click or tap here to enter text.	Special Education Percentage: 14%
Plan Date: 2026-2027 School Year	English Learner Percentage: 32.9%
Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status: Tier 3+ Plus	

Vision and Mission Statement

Heights Elementary School Mission Statement:

Prosser Heights Elementary School is committed to a culture of learning where all students feel safe, achieve academic and social-emotional success, and are prepared for their future in the local and global communities.

Heights Elementary School Vision Statement:

We believe that the most promising strategy for achieving the mission of our school is to collaborate on data to improve classroom environment and learning.

We envision a school in which staff:

- Enjoy working together to problem solve
- Are compassionate to each other and the students
- Believe in our students' abilities to be successful and the staff's ability to teach
- Supports each other
- Has a growth mindset
- Collaborate on data across grade levels and subjects
- Sets high expectations

School Leadership Team Members and Family-Community Partners

Name	Role	Title (if applicable)
Kaylee Haberman Rachel Gossett Sydney Charvet Enya Quilantan Justin Fields Alyssa Cox Khristyne Means Marrie Somers Parent-TBD Parent-TBD	3 rd Grade Teacher 4 th Grade Teacher 5 th Grade Teacher 3 rd Grade Dual Language Teacher School Psychologist School Counselor Gifted Teacher Instructional Coach	3 rd Grade Representative 4 th Grade Representative 5 th Grade Representative Dual Language Representative Special Education Representative Specialist Representative Interventionists Instructional Coach

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: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

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

2023 WSIF Cycle 3 Identification: Tier 3 Plus Comprehensive

WSIF Data Measures	2023 WSIF Cycle Data	2024 WSIF Annual Data	2025 WSIF Annual Data
Comprehensive (All Student Group)	2.95	3.95	4.0
Comprehensive Graduation Rate	n/a	n/a	n/a
Student Group			
American Indian/Alaska Native	n/a	n/a	n/a
Asian	n/a	n/a	n/a
Black/African American	n/a	n/a	n/a
Hawaiian/Other Pacific Islander	n/a	n/a	n/a
Hispanic/Latino	2.15	3.23	3.25
Two or more races	n/a	n/a	7.45
White	4.25	4.03	4.75
English Learner	1.53	3.13	3.1
Low Income	2.15	3.7	3.13
Special Education	1.63	2.4	2.4

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?

1. Strong growth in students performing at or above grade level in reading

- The i-Ready Reading Diagnostic shows substantial movement out of the most intensive intervention categories.
- Students performing Mid/Above Grade Level increased from 30 students to 74 students, while students Three or More Grade Levels Below decreased from 86 to 47 students. Students Two Grade Levels Below also decreased from 91 to 51 students.
- This suggests that instructional supports are helping students move toward grade-level expectations.

2. Grade 3 demonstrated the strongest reading gains

- Grade 3 increased students at Mid/Above Grade Level from 12% to 27% and reduced the percentage of students two or more grade levels below expectations.
- This indicates that foundational literacy efforts are producing positive results and creating a stronger pipeline for future achievement.

3. SBA achievement trends show sustained improvement over time

- The SBA Data Dive trend data indicate that several grade levels have improved compared to historical performance.
- Grade 4 mathematics and ELA performance have shown steady upward growth over multiple years.
- Grade 5 demonstrated particularly strong SBA performance, with achievement levels exceeding district comparison data in mathematics and showing continued growth in ELA.

4. Increased proficiency among upper elementary students

- Grade 5 SBA results show a relatively large proportion of students scoring at Levels 3 and 4, indicating that many students are meeting or exceeding state standards.
- Multiple Grade 5 classrooms posted passing rates above 60% in both ELA and mathematics, demonstrating pockets of highly effective instruction.

5. Evidence that intervention and acceleration efforts are working

- The SIP monitoring sheets document students moving from Level 1 to Level 2 and from Level 2 to Levels 3–4 in both reading and mathematics.
- Student movement between performance bands suggests that targeted supports, intervention systems, and progress-monitoring practices are producing measurable growth.

6. Reduction in the number of students needing intensive support

- Across reading data, fewer students are represented in the lowest performance categories.
- This is an important systems-level strength because it indicates that core instruction and intervention efforts are helping students access grade-level learning more successfully.

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

1. Increase the percentage of students meeting grade-level standards in reading

- While growth is evident, a majority of students remain below proficiency.
- On the most recent i-Ready Reading Diagnostic, 124 students (32%) were one grade level below, 51 students (13%) were two grade levels below, and 47 students (12%) were three or more grade levels below. This means that 57% of assessed students remain below grade-level expectations.
- SBA results similarly show a significant number of students performing at Levels 1 and 2, indicating a need for stronger Tier 1 instruction and continued intervention support.

2. Strengthen reading comprehension, particularly with informational text

- Domain-level results indicate that comprehension and informational text performance lag behind foundational skills such as phonics and high-frequency word recognition.
- Students appear more successful with foundational reading skills than with deeper comprehension tasks requiring analysis, inference, and evidence-based responses.
- This aligns with SBA trends, where students often struggle with complex text and constructed-response items.

3. Accelerate achievement for students performing two or more grade levels below

- Although the number of students in the lowest categories has decreased, nearly 100 students remain significantly below grade level.
- These students will require systematic intervention, frequent progress monitoring, and alignment between intervention programs and grade-level standards to accelerate growth.

4. Improve outcomes in Grade 4 reading

- Grade 4 continues to have a large percentage of students below grade-level expectations.
- Only 14% of Grade 4 students are performing Mid/Above Grade Level, while 21% remain two or more grade levels below expectations.
- This suggests a need for targeted instructional planning and intervention support at this grade level.

5. Increase consistency of Tier 1 instruction across classrooms

- SBA classroom-level data show variation in student outcomes among classrooms within the same grade level.
- This points to an opportunity to strengthen instructional coherence through:
 - Common pacing guides
 - Essential standards alignment
 - Weekly PLC cycles
 - Common formative assessments
 - Consistent implementation of high-impact instructional practices

6. Strengthen mathematics achievement for students approaching proficiency

- SBA data indicate a substantial group of students performing just below standard (Level 2).
- These students represent the most immediate opportunity for improvement because targeted support could move them into proficiency.
- Instruction should focus on priority standards, mathematical reasoning, and opportunities for productive struggle with grade-level tasks.

7. Increase instructional clarity around grade-level learning targets and success criteria

- Multiple data sources suggest students are making progress but not yet consistently reaching proficiency.
- A continued focus on teacher clarity work—including clear learning intentions, success criteria, formative assessment practices, and student ownership of learning—would help move more students from approaching standard to meeting standard.

3. What disproportionalities exist among student groups?

1. Students Performing Below Grade Level Continue to Experience Disproportionate Outcomes

- Schoolwide reading data show that while 43% of students are at or above grade level, 25% remain two or more grade levels below expectations.
- This indicates a persistent achievement gap between students accessing grade-level content and those requiring intensive intervention.

2. Grade-Level Disproportionalities Exist

- Grade 3 demonstrates stronger performance, with 27% of students performing Mid/Above Grade Level and only 3% performing three or more grade levels below expectations.
- Grade 5 shows the greatest concentration of students needing intensive support, with 39% performing two or more grade levels below grade level.

3. Multilingual Learners and Students with Disabilities Should Remain a Focus Area

- WSIF data are designed to identify student groups whose outcomes differ significantly from the All Students group and are often used to identify schools for targeted supports.
- If the Prosser Heights WSIF subgroup scores show lower framework scores for Multilingual Learners, Students with Disabilities, Hispanic/Latino students, or Low-Income students, these groups should be identified as priority populations for the School Improvement Plan.

4. Attendance and Growth Patterns May Reveal Additional Opportunity Gaps

- WSIF incorporates regular attendance, academic growth, achievement, and English language proficiency indicators. Differences among student groups on these measures often signal inequitable access to grade-level learning opportunities.

- When reviewed alongside SBA and i-Ready results, these indicators help determine whether achievement gaps are widening or narrowing for specific student groups.

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

1. Inconsistent Access to Grade-Level Core Instruction

- Students performing below standard have not consistently demonstrated mastery of priority learning standards.
- Variability in instructional pacing, use of learning targets and success criteria, and implementation of high-impact instructional practices may have resulted in uneven access to grade-level content across classrooms.
- Students requiring the most support often receive intervention but may have fewer opportunities to engage in rigorous grade-level tasks.

2. Gaps in Foundational Literacy Skills

- Reading diagnostic data indicate that many students continue to perform one or more grade levels below expectations, particularly in comprehension and vocabulary-related domains.
- Students who entered upper elementary grades with unfinished learning in foundational reading skills have experienced increasing difficulty accessing complex text and grade-level standards.

3. Limited Student Access to Academic Language Development

- WSIF and SBA subgroup patterns often show lower performance among Multilingual Learners and other historically underserved student groups.
- Students may need increased opportunities to engage in structured academic discourse, vocabulary development, and language-rich instructional practices across content areas.

4. Inconsistent Use of Data to Adjust Instruction

- While multiple assessments are available, teams have identified a need for more systematic use of formative assessment data to identify misconceptions, monitor progress, and respond quickly when students are not meeting learning targets.
- Greater alignment between assessment evidence and instructional planning could improve responsiveness to student needs.

5. Attendance and Engagement Challenges

- WSIF indicators recognize the impact of attendance on student achievement and growth.
- Students with lower attendance rates have fewer opportunities to receive core instruction and intervention services, contributing to achievement gaps over time.

6. Need for More Targeted Tier 1 Differentiation

- Many students are clustered just below proficiency rather than significantly below grade level.
- Classroom instruction has not always provided sufficient scaffolds, extensions, and differentiated supports to ensure all students successfully access grade-level standards.
- Strengthening Tier 1 instruction is likely to have the greatest impact on reducing disproportionalities.

7. Historical Learning Gaps Have Accumulated Over Time

- The largest achievement gaps are evident in upper elementary grades, suggesting that unfinished learning has compounded over several years.
- Students who have not mastered prerequisite skills often require both acceleration and intervention to meet current grade-level expectations.

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

1. Strengthening Tier 1 Core Instruction Will Have the Greatest Schoolwide Impact

- A large percentage of students are performing just below grade-level expectations, indicating that many students could reach proficiency through stronger access to high-quality core instruction rather than intensive intervention alone.
- Consistent implementation of grade-level learning standards, clear learning targets, success criteria, and rigorous student tasks will increase access to grade-level content for all learners.

2. Reading Comprehension and Academic Vocabulary Are Priority Areas

- Diagnostic data show that while students are making gains in foundational reading skills, many continue to struggle with comprehension of literary and informational text.
- Strengthening vocabulary instruction, text-based discussions, and evidence-based writing across content areas will support achievement in reading and other academic subjects.

3. Students Near Proficiency Represent the Greatest Opportunity for Growth

- SBA and diagnostic results indicate a substantial number of students are approaching grade-level expectations.
- Targeted instructional support for these students may produce the largest gains in overall proficiency rates because they require acceleration rather than intensive remediation.

4. Consistent Use of Collaborative Data Cycles Is Needed

- Teams have access to multiple sources of student data but would benefit from more frequent collaborative analysis of student work, formative assessments, and progress-monitoring results.
- Regular PLC inquiry cycles can help teachers identify effective practices, respond to learning gaps quickly, and monitor the impact of instructional adjustments.

5. Teacher Clarity and Instructional Alignment Need Continued Focus

- Students are more likely to achieve when they clearly understand what they are learning, why it is important, and how success will be measured.
- Greater consistency in learning targets, success criteria, common assessments, and pacing across grade levels would strengthen instructional coherence and improve outcomes.

6. Early Literacy Supports Are Producing Results and Should Be Expanded

- Grade 3 students demonstrate stronger outcomes than upper grades, suggesting that investments in foundational literacy instruction are yielding positive results.

- Replicating successful literacy practices across grade levels may help accelerate achievement for older students.

7. Attendance and Student Engagement Influence Academic Success

- WSIF indicators highlight the relationship between attendance, engagement, and academic performance.
- Improving student attendance and ensuring consistent participation in both core instruction and intervention services will support achievement growth, particularly for students experiencing opportunity gaps.

6. How do identified needs impact each other?

1. Tier 1 Instruction Directly Impacts Achievement, Growth, and Intervention Needs

- When students consistently receive high-quality, standards-aligned instruction, more students successfully learn grade-level content during core instructional time.
- Strong Tier 1 instruction reduces the number of students requiring supplemental intervention and allows intervention resources to be focused on students with the greatest needs.

2. Reading Comprehension and Academic Vocabulary Affect Performance Across Subjects

- Students who struggle to understand complex text often experience difficulty in reading, mathematics, science, and social studies.
- Limited vocabulary and comprehension skills reduce students' ability to access grade-level learning, engage in academic discourse, and demonstrate understanding on classroom assessments and the SBA.
- As comprehension improves, achievement across content areas is likely to improve as well.

3. Teacher Clarity Strengthens Student Engagement and Learning

- Clear learning targets, success criteria, and aligned assessments help students understand what they are expected to learn and how they will demonstrate success.
- Increased clarity supports student ownership, improves engagement, and helps teachers identify learning gaps earlier.
- This directly influences both academic growth and proficiency outcomes.

4. Collaborative Data Practices Improve Instructional Responsiveness

- When teams regularly analyze formative and summative data, they can identify trends, adjust instruction, and provide timely support.
- Effective data cycles help prevent small learning gaps from becoming larger achievement gaps.
- Improved instructional responsiveness supports both student growth and equity goals.

5. Attendance Influences Every Academic Outcome

- Students cannot benefit from strong instruction, intervention, or academic supports when they are not consistently present.
- Attendance challenges often contribute to unfinished learning, lower achievement, and slower growth rates.

- Improving attendance increases students' access to instructional opportunities and accelerates progress toward proficiency.

6. Disproportionalities Are Amplified When Multiple Needs Intersect

- Students who experience attendance challenges, unfinished learning, limited academic language development, or inconsistent access to grade-level instruction often face multiple barriers simultaneously.
- These overlapping factors contribute to the achievement gaps identified in SBA, i-Ready, and WSIF data.
- Addressing only one factor in isolation is unlikely to eliminate disparities among student groups.

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

Short-Term Goals (3–6 Months)

- Establish consistent learning targets and success criteria in every classroom.
- Implement regular PLC data cycles focused on formative assessment and student work analysis.
- Create common pacing guides aligned to priority standards.
- Strengthen reading comprehension and academic vocabulary instruction across classrooms.
- Identify and monitor students approaching proficiency and provide targeted acceleration supports.
- Improve progress-monitoring practices for intervention groups.
- Increase student ownership of learning through clear success criteria and feedback.

Long-Term Goals (1–2 Years)

- Increase overall SBA proficiency rates in ELA and Mathematics across all grade levels.
- Reduce the percentage of students performing two or more grade levels below standard.
- Close achievement gaps identified through WSIF among student groups.
- Build a sustainable, schoolwide Tier 1 instructional framework with consistent implementation.
- Increase the percentage of students meeting or exceeding grade-level standards on i-Ready and SBA assessments.
- Develop a comprehensive Multi-Tiered System of Supports (MTSS) that effectively integrates academic and behavioral supports.
- Improve attendance rates and reduce chronic absenteeism across all student groups.

Establish common expectations for evidence-based instructional practices during collaborative planning.

Ensure equitable outcomes among Multilingual Learners, Students with Disabilities, and other historically underserved groups.

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

1. Increase Teacher Clarity Through Learning Targets and Success Criteria

Why this is a quick win:

- Can be implemented immediately in every classroom.
- Requires no additional programs or resources.
- Creates a common instructional practice schoolwide.

Evidence of Impact:

- Students are more likely to understand what they are learning, monitor their own progress, and engage in productive learning behaviors.
- Supports students who are currently performing one grade level below standard by making expectations more transparent.

2. Develop Common Pacing and Priority Standards Within Grade-Level Teams

Why this is a quick win:

- Can be accomplished during existing PLC time.
- Increases consistency of instruction across classrooms.
- Ensures all students have access to essential grade-level learning.

Evidence of Impact:

- Reduces variability in instructional opportunities.
- Creates a stronger foundation for common formative assessments and collaborative inquiry.

3. Focus on Students Near Proficiency

Why this is a quick win:

- Many students are already close to meeting standards.
- Small instructional adjustments often result in measurable growth.

Evidence of Impact:

- Increases the percentage of students meeting grade-level expectations more rapidly than focusing exclusively on students with the greatest learning gaps.
- Builds momentum by creating visible achievement gains on classroom assessments, i-Ready, and SBA measures.

4. Establish Weekly PLC Cycles Focused on Student Evidence

Why this is a quick win:

- Uses existing meeting structures.
- Allows teams to identify and respond to learning needs quickly.

Evidence of Impact:

- Strengthens collective efficacy and instructional decision-making.
- Creates a culture of continuous improvement centered on student learning.

5. Increase Opportunities for Academic Vocabulary and Structured Student Discourse

Why this is a quick win:

- Can be embedded into daily instruction across content areas.
- Benefits all students while providing significant support for Multilingual Learners and students below standard.

Evidence of Impact:

- Supports reading comprehension, writing, and content-area achievement.
- Addresses a common need identified across SBA, i-Ready, and WSIF indicators.

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

1. Classroom Formative Assessment Data

- Common formative assessments aligned to priority standards.
- Student work samples demonstrating levels of proficiency.
- Evidence of student understanding during daily instruction.

Why it matters:

- Provides real-time information about learning before students are assessed on larger benchmark or state assessments.
- Helps teams identify specific standards requiring additional instructional support.

2. Instructional Practice Data

- Classroom walkthrough observations.
- Evidence of learning targets, success criteria, and student engagement.
- Implementation data related to agreed-upon instructional practices.

Why it matters:

- Helps determine whether instructional strategies are being implemented consistently across classrooms.
- Connects student outcomes to classroom practices.

3. Attendance and Chronic Absenteeism Data

- Student attendance by grade level and subgroup.
- Chronic absenteeism trends.
- Attendance patterns among students receiving intervention services.
Why it matters:
- WSIF identifies attendance as a key indicator associated with student achievement.
- Attendance data may reveal opportunity gaps contributing to disproportional outcomes.

4. Student Group Performance Data

- SBA, i-Ready, and classroom assessment results disaggregated by:
 - Multilingual Learners
 - Students with Disabilities
 - Low-Income Students
 - Hispanic/Latino Students
 - Other student groups identified through WSIF
- Why it matters:
- Provides a clearer understanding of achievement and opportunity gaps.
- Helps prioritize supports for student groups experiencing the greatest disproportionalities.

5. Intervention Effectiveness Data

- Entry and exit data for intervention programs.
- Progress-monitoring results.
- Student growth rates while receiving interventions.
Why it matters:
- Determines whether current intervention systems are producing desired outcomes.
- Helps allocate resources effectively.

6. Student Perception and Engagement Data

- Student surveys regarding classroom expectations, engagement, and sense of belonging.
- Student feedback regarding learning targets, success criteria, and instructional supports.
Why it matters:
- Provides insight into student experiences that may not be visible in achievement data alone.
- Helps identify barriers to learning and engagement.

7. Staff Capacity and Implementation Readiness Data

- Staff survey data regarding confidence and professional learning needs.
 - Existing commitments and initiatives.
 - Time available for collaboration and implementation.
- Why it matters:
- Ensures priorities are realistic and sustainable.
 - Helps leaders sequence improvement efforts to avoid initiative overload.

8. Curriculum and Standards Alignment Data

- Review of pacing guides.
 - Alignment between instructional materials, priority standards, and assessments.
 - Identification of gaps in curriculum implementation.
- Why it matters:
- Supports the development of a guaranteed and viable curriculum.
 - Ensures all students have access to grade-level learning expectations.

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.

Staffing & Expertise:

- For the 2025-2026 school year, there were 3 different teachers teaching in the Resource Room.
- Lack of classified support for teacher

Solution:

- Hired a certified Special Education Teacher
- Moving two paraprofessionals into the classrooms to assist

- Training of ARC Tool-Kits for the Teacher

Section 5: Priorities

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

Priority #1: Strengthen Tier 1 instruction through teacher clarity, standards alignment, and instructional consistency.

Priority #2: Improve reading comprehension and academic vocabulary across all grade levels and content areas.

Priority #3: Reduce achievement gaps through collaborative data inquiry, targeted interventions, and equitable instructional supports.

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: Our students with disabilities will go from 22% demonstrating grade level ability using SBA Level 2-4 to 35% in ELA for 2026-2027 school year.

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

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 we would expect to see 35% of special education students progressing to a place towards 1 grade level behind.

<p>Mid-Year Progress Review: (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>End of Year Progress Review: (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><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 2026-27 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.</p>

<p>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention.</p> <ul style="list-style-type: none"> Increase access to ARC (Level 1 ESSA) for special education students. <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <ul style="list-style-type: none"> Para support; meeting time with teacher to analyze evidence; additional curricular resources. <p>What student groups will benefit and why?</p> <ul style="list-style-type: none"> Students with disabilities b/c they will have greater access to an evidence based intervention. They haven't had the same 	<p>What data will be collected to measure the impact of implementing this EBI?</p> <ul style="list-style-type: none"> Use of ARC toolkits and that 100% of special education students will be conferred with weekly. We will use growth data in school pace and iReady. Use of ELA Interims 	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <ul style="list-style-type: none"> Principal, instructional coach, and special education teacher (SIP Implementation Team) <p>When will this EBI occur?</p> <ul style="list-style-type: none"> Daily for the 26-27 school year. <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <ul style="list-style-type: none"> Every month in a monitoring review meeting. 	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>
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<p>access as their non-disabled peers and therefore not showing the same growth.</p>	<ul style="list-style-type: none"> • PRIDE Data <p>How will the impact on equitable learning or behavior change be measured?</p> <p>Comparing those data pieces for special education students to their non-disabled peers.</p>			
<p>For more EBIs cut and paste the prompts to answer below.</p> <p>Click or tap here to enter text.</p>	<p>For more EBIs cut and paste the prompts to answer below.</p> <p>Click or tap here to enter text.</p>	<p>For more EBIs cut and paste the prompts to answer below.</p> <p>Click or tap here to enter text.</p>	<p>For more EBIs cut and paste the prompts to answer below.</p> <p>Click or tap here to enter text.</p>	<p>For more EBIs cut and paste the prompts to answer below.</p> <p>Click or tap here to enter text.</p>

SY 2026-2027 SMARTIE Goal #2: By the end of the 2026–27 school year, we will increase the number of students demonstrating grade level ability as measured by the SBA levels 2-4 from 70% to 80%. Our students with disabilities will go from 36% demonstrating grade level ability using the same measures to 46%.

*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?

PSD is changing to a new screening tool, in the fall of 2026 we will compare the screening tool score to the SBA score and establish a method of showing if our lowest academically students are making accelerated growth.

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.)*



<p><u>Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.</u></p>	<p>Data Measures</p>	<p>Lead and Timeframe</p>	<p>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.</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>Implement consistent Tier 1 routines using Illustrative Mathematics Warm Ups.</p> <p>ESSA Moderate</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.)</i></p> <ul style="list-style-type: none"> Professional Development 	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <ul style="list-style-type: none"> Walkthrough School Screening Assessment Tool (iReady) Numbers and Operations Assessments SBA <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <ul style="list-style-type: none"> We will disaggregate our data to monitor disproportionality. 	<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"> Building Leadership Team <p><i>When will this EBI occur?</i></p> <p>2026-2027 School Year</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>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>

<ul style="list-style-type: none"> Coaching Cycles with the instructional coach Curriculum Materials <p>What student groups will benefit and why?</p> <ul style="list-style-type: none"> Although all students will benefit from this practice, multilingual students and students with disabilities gain benefit from increased opportunity for mathematical discourse and use of language. 		<ul style="list-style-type: none"> Walkthrough-monthly School Screening Assessment Tool (iReady)-2X a year Numbers and Operations Assessments-every 6 weeks SBA-annually 		
<p>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.</p> <p>Improve our use of PLC's to analyze student work, identify misconceptions,</p>	<p>What data will be collected to measure the impact of implementing this EBI?</p> <ul style="list-style-type: none"> PLC Notes PLC Formative Assessments School Screening Assessment Tool (iReady) SBA 	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <ul style="list-style-type: none"> PLC Leads, Instructional Coach 	<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>What data will be collected to measure the impact of implementing this EBI?</p> <p>Click or tap here to enter text.</p> <p>How will the impact on equitable learning</p>

<p>develop reteaching plans, and monitor re-teach progress.</p> <p>ESSA Promising</p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <ul style="list-style-type: none"> Professional Development Coaching Cycles with the instructional coach Curriculum Materials-Building Thinking Classroom books <p>What student groups will benefit and why?</p> <p>Click or tap here to enter text. Although all students will benefit from this practice, multilingual students and students with disabilities gain benefit from teachers identifying student specific targeted reteaching.</p>	<p>How will the impact on equitable learning or behavior change be measured?</p> <ul style="list-style-type: none"> We will disaggregate our data to monitor disproportionality. 	<p>When will this EBI occur?</p> <p>2026-2027 School Year</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <ul style="list-style-type: none"> PLC Notes-Monthly PLC Formative Assessments-4 weeks School Screening Assessment Tool (iReady)-2Xs a year SBA-Annually 	<p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p>	<p>or behavior change be measured?</p> <p>Click or tap here to enter text.</p>
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			<p>Click or tap here to enter text.</p> <p><i>What student groups will benefit and why?</i></p> <p>Click or tap here to enter text.</p>	
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SY 2026-2027 SMARTIE Goal #3: Click or tap here to enter text.

*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?

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 (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.
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<p>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.</p> <p>Click or tap here to enter text.</p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Click or tap here to enter text.</p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Click or tap here to enter text.</p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Click or tap here to enter text.</p> <p>What student groups will benefit and why?</p> <p>Click or tap here to enter text.</p>	<p>What data will be collected to measure the impact of implementing this EBI?</p> <p>Click or tap here to enter text.</p> <p>How will the impact on equitable learning or behavior change be measured?</p> <p>Click or tap here to enter text.</p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <p>Click or tap here to enter text.</p> <p>When will this EBI occur?</p> <p>Click or tap here to enter text.</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>Click or tap here to enter text.</p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>
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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 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.

Coversheet

School Improvement Plans 2026/27 and Year in Review - Keene Riverview Elementary School

Section: IV. Discussion Items
Item: D. School Improvement Plans 2026/27 and Year in Review - Keene
Riverview Elementary School
Purpose:
Submitted by:
Related Material: KRV 2026-27-school-improvement-plan.pdf

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

<p>Building Name: Keene Riverview Elementary</p>	<p>Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If yes, which one(s)? (Note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.</p>
<p>School Code: 2195</p>	<p>Grade Span: PK-2 School Type: Elementary</p>
<p>Principal: TBD</p>	<p>Building Enrollment: 411</p>
<p>School District: Prosser School District</p>	<p>F/R Percentage: 70%</p>

Board Approval Date: 6/24/26	Special Education Percentage: 14.6%
Plan Date: 2026-2027	English Learner Percentage: 29.9%
Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status: Choose an item.	

Vision and Mission Statement

We envision a school where self-confident learners are prepared for success by practicing goal setting, working in collaborative ways, and achieving their best every day. Our students are respectful, responsible, and ready to learn individuals who are becoming lifelong learners.

🔊 Our Bee-lieve Mission 🔊

At KRV we will:

- 🔊 Be Respectful
- 🔊 Be Responsible
- 🔊 Be Ready to Learn

Together, we are growing into self-confident, lifelong learners! 🔊

School Leadership Team Members and Family-Community Partners

Name	Title (if applicable)	Role
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TBD	Principal	School Leadership
Amanda Williams	Instructional Coach	School Leadership
Amy Beightol	Kindergarten Teacher	School Leadership
Beth Buchholz	Kindergarten Teacher	School Leadership
Jullysa Palencia	First Grade Teacher	School Leadership
Allison Davis	First Grade Teacher	School Leadership
Brittney Staudenmaier	Second Grade Teacher	School Leadership
Lexi Blair	Second Grade Teacher	School Leadership
Mercedes Munoz	Bilingual Interventionist Teacher	School Leadership
Taylor Munoz	Arts Teacher	School Leadership
Jewelle Burkhart	Parent	Family Representative

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: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

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

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)			
Comprehensive Graduation Rate			
Student Group			
American Indian/Alaska Native			
Asian			
Black/African American			
Hawaiian/Other Pacific Islander			

Hispanic/Latino			
Two or more races			
White			
English Learner			
Low Income			
Special Education			

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?

Math:

- 50.1% of students are performing at or above grade level overall in mathematics.
- Kindergarten students demonstrate the strongest overall performance, with approximately 61.7% performing at or above grade level.
- Students appear to have stronger foundational skills in number sense, computation, and early algebraic reasoning than in other mathematical domains.

ELA:

- Strength 1: A substantial number of students are performing at or above grade level in reading.
- Strength 2: Among students identified as IRLA Proficient or Above, 64% were also performing Mid or Above Grade Level on i-Ready.

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

Math:

- Nearly 50% of students are below grade-level expectations in mathematics.
- Grade 2 demonstrates the lowest overall performance.
- Students need stronger conceptual understanding and application of mathematics.

ELA:

- Strengthen foundational literacy skills.
 - Vocabulary development
 - Reading comprehension
- Improve literacy outcomes in Grades 1 and 2.
 - Grade 2 has the lowest percentage of students performing Mid or Above Grade Level (approximately 23%).
 - Grade 1 has approximately 40% of students one grade level below expectations.

3. What disproportionalities exist among student groups?

Math:

Hispanic/Latino Students

- Hispanic/Latino students: 43.3% at or above grade level
- Non-Hispanic students: 69.9% at or above grade level

Grade Level

- Kindergarten: 61.7% at or above grade level
- Grade 1: 53.5% at or above grade level
- Grade 2: 34.2% at or above grade level

ELA:

Grade Level

Grade	Mid or Above Grade Level
Kindergarten	~41%
Grade 1	~43%
Grade 2	~23%

Race and Ethnicity

- Hispanic/Latino students demonstrate lower achievement rates than non-Hispanic peers.
 - Only 28.5% are performing Mid or Above Grade Level compared to 57.0% of non-Hispanic students.
- White students outperform both Hispanic/Latino students and Black/African American students.
 - 40.6% of White students are performing Mid or Above Grade Level.

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

Math:

Potential root causes supported by the data and common elementary mathematics research include:

- Inconsistent implementation of high-quality Tier 1 mathematics instruction.
- Limited teacher content knowledge in conceptual mathematics instruction.
- Inconsistent use of mathematical discourse and student reasoning opportunities.
- Lack of systematic intervention aligned to identified skill deficits.
- Insufficient use of formative assessment data to adjust instruction.
- Limited emphasis on academic vocabulary and language supports for multilingual learners.
- Variability in access to grade-level rigorous tasks and problem-solving opportunities.

ELA:

Foundational Literacy Gaps

Students entering Grade 1 and Grade 2 continue to demonstrate unfinished learning in:

- Vocabulary
- Language comprehension

Inconsistent Use of Data-Driven Intervention

Students performing below benchmark may not be receiving:

- Timely intervention
- Frequent progress monitoring
- Targeted instruction aligned to diagnostic data

Limited Academic Vocabulary Development

Vocabulary weaknesses likely contribute to:

- Lower comprehension scores
- Difficulty accessing grade-level text
- Reduced success across content areas

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

Math:

High-Leverage Themes

1. Strengthen teacher mathematical content knowledge.
2. Improve instructional practices around mathematical discourse.
3. Increase use of formative assessment and PLC data cycles.

ELA:

Vocabulary and Language Development

Improving vocabulary instruction schoolwide would likely impact:

- Reading comprehension
- Oral language
- Writing
- Academic discourse

Early Identification and Intervention

Providing immediate support when students fall below benchmark can prevent widening achievement gaps.

6. How do identified needs impact each other?

Math:

The needs are interconnected:

- Lack of depth of teacher content knowledge can lead to less effective/flexible instruction.
- Less effective instruction limits opportunities for mathematical discourse.
- Limited discourse reduces conceptual understanding.

ELA:

Vocabulary → Comprehension

Limited vocabulary restricts students' ability to understand increasingly complex texts.

Intervention Systems → Student Outcomes

Without systematic identification and support, foundational gaps continue to widen as students progress through grades.

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

Math:

Math	
3-6 months	1-2 years
<ul style="list-style-type: none"> • Establish PLC data review cycles. • Implement common formative assessments. • Increase mathematical discourse routines. • Identify and intervene with students below benchmark. • Monitor subgroup performance regularly. 	<ul style="list-style-type: none"> • Build teacher mathematical content knowledge. • Improve overall mathematics proficiency. • Reduce achievement gaps among student groups. • Develop a guaranteed and viable mathematics curriculum. • Create a sustainable MTSS/intervention system. • Increase student proficiency across all mathematical domains.
ELA	
3-6 months	1-2 years
<ul style="list-style-type: none"> • Identify students one or more grade levels below benchmark. • Strengthen intervention systems and progress monitoring. 	<ul style="list-style-type: none"> • Build teacher expertise in Science of Reading practices. • Establish a guaranteed vocabulary and language-development system.

- Implement daily vocabulary routines across K–2.
- Use PLCs to analyze i-Ready and IRLA data regularly.

- Strengthen Tier 1 instruction to reduce intervention needs.
- Create a sustainable data-driven cycle of inquiry focused on literacy outcomes.

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

Math:

- Implement daily math discourse routines.
- Use common exit tickets and formative assessments.
- Establish PLC protocols focused on student work analysis.
- Provide targeted support in Measurement and Data.
- Use instructional walkthroughs with clear mathematics look-fors.
- Monitor progress of students who are one grade level below expectations.

ELA:

- Implement a Schoolwide Vocabulary Routine
- Increase Use of Diagnostic Data During PLCs
- Strengthen Student Reading Goal Setting
- Provide Targeted Support for Grade 2 Students
- Establish Consistent Tier 1 "Look-Fors"

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

Math:

Additional Data Sources

- Grade-level and classroom-specific diagnostic results.
- Unit and common formative assessment results.
- Intervention participation and effectiveness data.
- Walkthrough and instructional observation data.
- Teacher professional learning needs assessments.
- Multilingual learner progress-monitoring data.

ELA:

Additional Data Sources

- Previous years' i-Ready growth data
- Student Group Data
 - Multilingual Learners (ML)
 - Students receiving Special Education services
 - Students experiencing poverty
 - Race/Ethnicity
 - Highly Capable students

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.

Resource Inequities Identified

1. Staffing and Expertise in Mathematics and PLCs
2. Time
3. Instructional Materials and Curriculum Access- new Illustrative Math for core curriculum and materials and planning for routines.

Section 5: Priorities

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

Priority #1: Strengthen Tier 1 instruction through teacher clarity, standards alignment, and instructional consistency.

Priority #2: Improve reading comprehension and academic vocabulary across all grade levels and content areas.

Priority #3: Reduce achievement gaps through collaborative data inquiry, targeted interventions, and equitable instructional supports.

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 the end of the 2026–27 school year, 80% of students will achieve at least one year of growth as identified using ARC School Pace.

*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?

80% of students should be at 0.5 growth of the school year as measured by the ARC School Pace.

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.)*

<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 2026-27 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.</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>Implement explicit vocabulary instruction through a systematic routine.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <ul style="list-style-type: none"> Professional Development, Extended Time, Resources for vocabulary instruction. <p>What student groups will benefit and why?</p>	<p>What data will be collected to measure the impact of implementing this EBI?</p> <ul style="list-style-type: none"> Walkthrough Vocabulary Assessments ARC School Pace Data <p>How will the impact on equitable learning or behavior change be measured?</p> <ul style="list-style-type: none"> We will disaggregate our data to monitor disproportionality. 	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <ul style="list-style-type: none"> Building Leadership Team <p>When will this EBI occur?</p> <ul style="list-style-type: none"> 2026-2027 School Year <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <ul style="list-style-type: none"> Walkthrough-monthly Vocabulary Assessments- 6 weeks 	<p>What impact is the evidence-based intervention having? Click or tap here to enter text.</p> <p>What is evidence of impact? Click or tap here to enter text.</p>	<p>What impact is the evidence-based intervention having? Click or tap here to enter text.</p> <p>What is evidence of impact? Click or tap here to enter text.</p>

<ul style="list-style-type: none"> Although all students will benefit from this practice, multilingual students and students with disabilities gain benefit from increased opportunities for discourse and use of language. 		<ul style="list-style-type: none"> ARC School Pace Data 		
<p>Evidence-based intervention (activity, practice or strategy) 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 2026-27 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.</p>
<p>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention.</p> <p>Improve our use of PLC's to analyze student work, identify misconceptions, develop reteaching plans, and monitor re-teach progress.</p>	<p>What data will be collected to measure the impact of implementing this EBI?</p> <ul style="list-style-type: none"> PLC Notes PLC Formative Assessments IRLA/ENIL <p>How will the impact on equitable learning or behavior change be measured?</p> <ul style="list-style-type: none"> We will disaggregate our data to monitor disproportionality. 	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <ul style="list-style-type: none"> Building Leadership Team Instructional Coach <p>When will this EBI occur? 2026-2027 School Year</p> <p>When or how often will progress be monitored or</p>	<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> Click or tap here to enter text.</p>	<p>What data will be collected to measure the impact of implementing this EBI? Click or tap here to enter text.</p> <p>How will the impact on equitable learning or</p>

<p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <ul style="list-style-type: none"> Professional Development Coaching Cycles with the instructional coach Curriculum Materials- IRLA/ENIL <p>What student groups will benefit and why?</p> <p>Although all students will benefit from this practice, multilingual students and students with disabilities gain benefit from teachers identifying student specific targeted reteaching.</p>		<p>data reviewed? Be as specific as possible.</p> <ul style="list-style-type: none"> PLC Notes- Monthly PLC Formative Assessments-4 weeks IRLA/ENIL 	<p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What student groups will benefit and why?</i></p> <p>Click or tap here to enter text.</p>	<p>behavior change be measured?</p> <p>Click or tap here to enter text.</p>
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SY 2026-2027 SMARTIE Goal #2: By the end of the 2026–27 school year, 80% of students will achieve at least one year of growth as identified using the district screening tool in mathematics.

*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?

80% of students should be at 0.5 growth of the school year as measured by the district screening tool. PSD is changing to a new screening tool, in the fall of 2026 we will review the screening tool and establish a method of monitoring growth.

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.)*

<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 2026-27 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.</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 level of evidence for the intervention.</i></p> <p>Implement consistent Tier 1 routines using Illustrative Mathematics Warm Ups.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <ul style="list-style-type: none"> Professional Development, Extended Time, Illustrative Mathematics Curriculum <p><i>What student groups will benefit and why?</i></p> <ul style="list-style-type: none"> Although all students will benefit from this practice, multilingual students and students with disabilities gain benefit from increased opportunities for mathematical discourse and use of language. 	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <ul style="list-style-type: none"> Walkthrough School Screening Assessment Tool (iReady) Numbers and Operations Assessments <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <ul style="list-style-type: none"> We will disaggregate our data to monitor disproportionality. 	<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"> Building Leadership Team <p><i>When will this EBI occur?</i></p> <ul style="list-style-type: none"> 2026-2027 School Year <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <ul style="list-style-type: none"> Walkthrough-monthly School Screening Assessment Tool (iReady)-2X a year Numbers and Operations Assessments-every 6 weeks 	<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><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 2026-27 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.</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>Improve our use of PLC's to analyze student work, identify misconceptions, develop reteaching plans, and monitor re-teach progress.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <ul style="list-style-type: none"> Professional Development Coaching Cycles with the instructional coach Curriculum Materials-Building Thinking Classroom books 	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <ul style="list-style-type: none"> PLC Notes PLC Formative Assessments School Screening Assessment Tool (iReady) <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <ul style="list-style-type: none"> We will disaggregate our data to monitor disproportionality. 	<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"> Building Leadership Team Instructional Coach <p><i>When will this EBI occur?</i> 2026-2027 School Year</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <ul style="list-style-type: none"> PLC Notes-Monthly PLC Formative Assessments-4 weeks School Screening Assessment Tool 	<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>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Click or tap here to enter text.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Click or tap here to enter text.</p>

<p>What student groups will benefit and why? Although all students will benefit from this practice, multilingual students and students with disabilities gain benefit from teachers identifying student specific targeted reteaching.</p>		<p>(iReady)-2Xs a year</p>	<p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?) Click or tap here to enter text.</p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?) Click or tap here to enter text.</p> <p>What student groups will benefit and why? 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.

Coversheet

School Improvement Plans 2026/27 and Year in Review - Whitstran Elementary School

Section: IV. Discussion Items
Item: E. School Improvement Plans 2026/27 and Year in Review - Whitstran
Elementary School
Purpose:
Submitted by:
Related Material: 2026-27 SIP-WHIT.pdf

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

<p>Building Name: Whitstran Elementary School</p>	<p>Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If yes, which one(s)? (Note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.</p>
<p>School Code: 2905</p>	<p>Grade Span: TK-5</p> <p>School Type: Elementary School</p>
<p>Principal: Julaine Groeneveld</p>	<p>Building Enrollment: 248 Click or tap here to enter text.</p>
<p>School District: Prosser School District</p>	<p>F/R Percentage: 76.6</p>

Board Approval Date: PENDING	Special Education Percentage: 11.5%
Plan Date: 2026-2027	English Learner Percentage: 50.8%
Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status: Tier 3 Compound	

Vision and Mission Statement

Every PK-5 grade student will experience high-quality standards-based instruction with equitable access to learning opportunities.

School Leadership Team Members and Family-Community Partners

Name	Title (if applicable)	Role
Diana Swinehart	Teacher	School Leadership
Tatiana Quijano	Teacher	School Leadership
Wendy Raap	Teacher	School Leadership
Paola Ixta	Teacher	
Lorelle Aarstad	Teacher	
TBD	Parent/family community partner	

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: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

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

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)	3.85	4.30	4.80
Comprehensive Graduation Rate		NA	NA
Student Group			
American Indian/Alaska Native	NA	NA	NA
Asian	NA	NA	NA
Black/African American	NA	NA	NA
Hawaiian/Other Pacific Islander	NA	NA	NA

Hispanic/Latino	3.25	4.65	4.70
Two or more races	NA	NA	NA
White	5.45	4.58	4.43
English Learner	2.58	5.33	4.97
Low Income	3.25	4.35	4.35
Special Education	1.53	1.58	2.13

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
 - ELA – 33.7%
 - MATH – 32.1%
 - Student Growth Percentile
 - ELA – 50.5%
 - MATH – 62.5%
- English Learner Progress
 - 47.8%
- School Quality or Student Success Indicators SQSS
 - Regular Attendance – 74.5%

CNA Data Summary

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

Student growth is a significant strength, with All Students and several student groups, including Hispanic/Latino students, English Learners, and Low-Income students, meeting or exceeding the state benchmark in both ELA and Mathematics growth. English Learners are a particular area of success, earning the highest overall WSIF score among student groups and demonstrating strong academic growth. Additionally, the school's overall WSIF score has steadily improved from 3.85 in 2023 to 4.80 in 2025, indicating positive progress over time. Together, these data suggest that Whitstran Elementary's instructional practices and supports are helping students make meaningful academic gains and contributing to continuous school improvement.

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

The most significant needs are academic proficiency, achievement gaps, and support for Students with Disabilities. While growth data indicate that students are making progress, proficiency rates remain low, with only 33.7% of students meeting standard in ELA and 32.1% in Mathematics. Several student groups, including Hispanic/Latino students, English Learners, and Low-Income students, have proficiency rates well below desired levels despite demonstrating positive growth. Additionally, Students with Disabilities have the lowest overall WSIF score (2.13) and the lowest ELA growth score (SGP 30), indicating a need for more targeted intervention support.

3. What disproportionalities exist among student groups?

The most significant disproportionalities exist between students with Disabilities and all other student groups. Students with Disabilities have the lowest overall WSIF score (2.13), substantially below the All Students score (4.80) and other student groups such as English Learners (4.97) and Hispanic/Latino students (4.70). They also have the lowest ELA growth score (SGP 30), indicating that many students are not making sufficient academic progress. Additionally, while English Learners, Hispanic/Latino students, and Low-Income students demonstrate strong growth in both ELA and Mathematics, their proficiency rates remain considerably lower than those of White students. For example, White students have ELA and Math proficiency rates of 62.3% and 68.1%, compared to 25.5% and 22.2% for Hispanic/Latino students and 16.9% and 18.0% for English Learners.

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

The team identified several root causes contributing to disproportionalities among student groups. While many students are demonstrating academic growth, proficiency rates remain low, suggesting that students who enter below grade level require more time and targeted support to reach grade-level standards. Students with Disabilities continue to experience the largest performance gaps, indicating a need for increased access to consistent and targeted intervention. The team also identified low vocabulary skills as having a significant impact on student comprehension levels which impacts students' ability to access grade-level content. Additionally, attendance challenges for some student groups may reduce instructional time and opportunities for learning. These factors contribute to persistent achievement gaps, even as students make positive growth from year to year.

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

While student growth is strong across multiple student groups, proficiency rates in ELA and Mathematics remain low, indicating a need to accelerate learning so that growth translates into grade-level achievement. Second, Students with Disabilities continue to demonstrate the largest performance gaps, suggesting that strengthening access to grade-level instruction, specially designed instruction, and targeted interventions could significantly improve outcomes. Third, the success of English Learners and other student groups in growth measures indicates that existing instructional practices are effective and should be expanded and consistently implemented across classrooms. Finally, increasing the effectiveness of core instruction, particularly in foundational literacy and mathematics skills, has the potential to improve outcomes for all students while reducing achievement gaps among student groups

6. How do identified needs impact each other?

Low proficiency rates in ELA and Mathematics are linked to gaps in foundational literacy and mathematics skills, which can make it difficult for students to access grade-level content. Although many students are demonstrating strong growth, students who are significantly below grade level require accelerated learning opportunities to close achievement gaps. These challenges are especially evident for Students with Disabilities, who may need additional instructional supports and access to high-quality grade-level instruction to make sufficient progress. Attendance also impacts academic outcomes, as missed instructional time can limit students' opportunities to develop foundational skills and engage in interventions.

Addressing the effectiveness of core instruction, strengthening intervention systems, and improving access to grade-level learning will support all students and help reduce disproportionalities among student groups.

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

Short-term goals (3–6 months) should focus on improving instructional practices and systems that can have an immediate impact on student learning. These include strengthening Tier 1 instruction in literacy and mathematics, increasing the use of data to identify and respond to student learning needs, improving intervention scheduling and progress monitoring, and implementing targeted supports for Students with Disabilities and other students performing below grade level. Short-term goals should also include efforts to improve attendance and student engagement.

Long-term goals (1–2 years) should focus on increasing overall proficiency in ELA and Mathematics, reducing achievement gaps among student groups, and improving outcomes for Students with Disabilities. Long-term goals should also include building a sustainable system of high-quality instruction, intervention, and progress monitoring that ensures all students have access to grade-level learning and opportunities for accelerated growth. These goals will require consistent implementation, ongoing professional development, and continuous monitoring of student outcomes over multiple years.

8. What needs if addressed, would represent a quick win, and build momentum toward confronting more challenging needs?
A key need that represents a quick win is strengthening Tier 2 intervention systems. Adjusting schedules to ensure that all students, including Students with Disabilities, have equitable access to Tier 2 interventions will increase opportunities for targeted instruction without sacrificing access to core grade-level learning. Additionally, providing dedicated time for intervention teachers, special education staff, and general education teachers to collaborate and participate in PLCs will improve instructional alignment, data-based decision making, and consistency of supports across settings. These changes can be implemented in the short term and have the potential to improve student growth, strengthen intervention effectiveness, and build momentum toward the longer-term goals of increasing proficiency and reducing achievement gaps.
9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?

We should examine district assessment data, classroom formative assessment data, and daily instructional data to better understand student learning needs and identify areas where instruction can be strengthened. Reviewing curriculum implementation data, including the alignment of instructional materials, pacing, and instructional practices across grade levels, will help determine whether students are consistently receiving high-quality, standards-aligned instruction. The school should also analyze intervention participation data, including which students are receiving Tier 2 supports, the frequency and duration of interventions, and student progress-monitoring results. Reviewing master schedules and service delivery models will help determine whether all students, including Students with Disabilities, have equitable access to intervention and core instruction. In addition, examining PLC structures, collaboration opportunities among intervention, special education, and general education teachers, attendance trends, and staff capacity data will provide a more complete picture of the systems and supports needed to improve student outcomes.

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.

Higher needs students do not have equal access to Tier 2 instruction. Tier 2 and 3 teachers historically have not had access to PLC work and opportunities for collaboration due to schedule constraints. The school improvement plan will address these inequities by refining schedules to increase access to intervention services, creating structures for collaborative planning and participation in PLCs, provide Professional development opportunities for Tier 2/3 teachers, and strengthen the use of instructional and assessment data to support student learning and accelerate achievement for all student groups.

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: Improve Tier 2 intervention Systems and Access

Priority #2: Increase collaborative systems to improve outcomes for students with disabilities and other at-risk students.

Priority #3: Strengthen Tier 1 instructional strategies for core instruction.

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

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

SMARTIE Goals

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

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

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

Questions to ask and answer when addressing inclusion and equity:

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

SY 2026-2027 SMARTIE Goal #1: By the end of the 2026–27 school year, the percentage of students in the Emergency ELA cohort who achieve at least one year of growth will increase from 59% to 80%. Within this cohort, the percentage of students demonstrating accelerated growth will increase from 29% to 40%. The percentage of Students with Disabilities in the Emergency ELA cohort who achieve one year or more of growth will be comparable to that of non-disabled students in the same cohort, reducing disproportionality in growth 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.

At our mid-year diagnostic check, we will see that 80% of our emergency cohort students will have made at least .5 years growth. Our special education students will be keeping pace with the co-hort growth rate.

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.)*

<p>End of Year Progress Review: (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>				
<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>Our Tier 2 intervention systems will be strengthened around the areas of decoding, fluency and comprehension-building practices for all</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Impact will be measured using district literacy assessments, progress monitoring data, intervention fidelity data,</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Principal, Interventionists, special education teachers, Classroom teacher and PLC coordinator/instructional coach</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>

<p>emergency students. <i>What works Clearing House - Strong.</i></p> <p>What resources will be used for implementation? <i>(For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Training for increased collaboration between interventionists and general education teachers.</p> <p>What resources will be used for implementation? <i>(For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Access to improvement coaching and expertise.</p> <p>What resources will be used for implementation? <i>(For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Out-of-contract hours pay for design, implementation and monitoring of this practice.</p>	<p>and state assessment outcomes. Specific measures will include the percentage of students achieving one year of growth, the percentage of students demonstrating accelerated growth, and growth outcomes for Students with Disabilities compared to their peers. Data will be disaggregated by student group, including Students with Disabilities, English</p>	<p>When will this EBI occur? During the 2026/2027 school year</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>Student progress will be reviewed every 4-6 weeks during PLC meetings using assessment and intervention data. Intervention schedules, student groupings, and instructional supports will be adjusted based on progress monitoring results and fidelity of implementation data.</p>		
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<p><i>What student groups will benefit and why?</i></p> <p>Our emergency level students will benefit because our previous practices were fragmented and inconsistent. Our special education students will benefit significantly because our past practices excluded them from Teir 2 supports.</p>	<p>Learners, and Low-Income students, to monitor equitable outcomes.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Disaggregate data for special education students, to ensure equitable growth comparatively.</p>			
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SY 2026-2027 SMARTIE Goal #2: MATH - By the end of the 26/27 school year, we will increase the number of students demonstrating grade level ability as measured by the SBA levels 2-4 from from 55% to 65%. Our students with disabilities will go from demonstrating 13% grade level ability to 25%, using the same measures.

*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?

PSD is changing to a new screening tool, in the fall of 2026 we will compare the screening tool score to the SBA score and establish a method of showing if our lowest academically students are making accelerated growth.

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.)*



<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 2026-27 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.</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>By June 2027, 100% of elementary classrooms will consistently(3x/week) implement a common math instructional routine (using IM warm up routines) that promotes mathematical discourse and reasoning-aligned to NCTM Effective Mathematics Teaching</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Student work samples demonstrating mathematical reasoning and explanation.</p> <p>School assessment tool.</p> <p>Exit tickets aligned to objective.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Intervention team consisting of Special Education teacher, Instructional coach, Interventionist and Administrator.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>

<p>Practices. ESSA Level Moderate</p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>PD regarding Effective mathematics strategies, IM curriculum and materials, mathematical discourse sentence stems and discussion protocols. Ongoing coaching cycles for teachers.</p> <p>What student groups will benefit and why?</p> <p>Because this is going to be a Tier 1 practice all students will benefit. Multilingual learners, students with disabilities, and students receiving intervention services will benefit from this EBI because it increases access to mathematical language, reasoning, and participation in grade-level mathematics. lick or tap here to enter text.</p>	<p>SBA evidence of increased scores.</p> <p>How will the impact on equitable learning or behavior change be measured?</p> <p>The impact on equitable learning will be measured by increased participation in math discussions and improved proficiency on grade-level math assessments for all student groups. Data will be disaggregated to monitor for disproportionality.</p>	<p>When will this EBI occur?</p> <p>EBI will occur 3x weekly, throughout the school year.</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>School screening tool 2x/year.</p> <p>Classroom assessment data every 4-6 weeks.</p> <p>SBA – Annually.</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>Improve our use of PLC's to analyze student work, identify misconceptions, develop reteaching plans, and monitor re-teach progress. ESSA Promising</p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>-Professional development</p>	<p>What data will be collected to measure the impact of implementing this EBI?</p> <p>PLC notes</p> <p>Tracking on priority standards assessments</p> <p>School Screening assessments</p> <p>How will the impact on equitable learning or behavior</p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <p>PLC teams</p> <p>Instructional Coach</p> <p>When will this EBI occur?</p> <p>2026-2027 School Year</p>	<p>For more EBIs cut and paste the prompts to answer below.</p> <p>Click or tap here to enter text.</p>	<p>For more EBIs cut and paste the prompts to answer below.</p> <p>Click or tap here to enter text.</p>

<p>-Coaching Cycles with instructional Coach</p> <p>What student groups will benefit and why?</p> <p>All students will benefit from these strategies but close monitoring, early identification of misconceptions and ongoing development of effective teaching strategies will have a high impact on struggling students.</p>	<p>change be measured?</p> <p>Data will be disaggregated to monitor disproportionality amongst student groups.</p>	<p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>Monthly PLC focus, - Formative assessment tracking on priority standards.</p> <p>2x annual school screening tool</p> <p>Annual SBA</p>		
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SY 2026-2027 SMARTIE Goal #3: Click or tap here to enter text.

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?

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 (activity, practice or strategy) to support SMARTIE Goal and</u>	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.
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<p>the resources used for implementation.</p>				
<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>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Click or tap here to enter text.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Click or tap here to enter text.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Click or tap here to enter text.</p> <p><i>When will this EBI occur?</i></p> <p>Click or tap here to enter text.</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>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>

<p><i>What student groups will benefit and why?</i></p> <p>Click or tap here to enter text.</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>	<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 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.

Coversheet

Vouchers

Section: VI. Action Items
Item: A. Vouchers
Purpose: Vote
Submitted by:
Related Material: GF VOUCHERS 6_24_26.pdf
ASB VOUCHERS 6_24_26.pdf
ASB VOUCHERS 6_24_26_001.pdf

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 June 24, 2026, the board, by a _____ vote, approves payments, totaling \$341,283.64. The payments are further identified in this document.

Total by Payment Type for Cash Account, GF WARRANTS PAYABLE:
Warrant Numbers 913551 through 913613, totaling \$341,283.64

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
913551	ACOSTA, PATRICIA ESPERANZA	06/30/2026	39.00
913552	ALVAREZ, ERIKA	06/30/2026	65.00
913553	AMAZON CAPITAL SERVICES	06/30/2026	2,749.48
913554	AMERICAN READING COMPANY	06/30/2026	48,280.20
913555	AT & T MOBILITY	06/30/2026	2,076.55
913556	BAZE, SHELLY R	06/30/2026	51.00
913557	CASCADE NATURAL GAS CORP	06/30/2026	6,416.49
913558	CHANNEL, JO ANNA	06/30/2026	44.22
913559	CHARLIE'S PRODUCE	06/30/2026	872.46
913560	CI INFORMATION MANAGEMENT	06/30/2026	207.67
913561	CONSOLIDATED SCHOOL DISTRICT #	06/30/2026	299.00
913562	CTS LANGUAGE LINK	06/30/2026	11.28
913563	DAVY'S TOTAL LAWN CARE SERVICE	06/30/2026	2,658.92
913564	DELL	06/30/2026	54,926.64
913565	DEPARTMENT OF L & I BOILER SEC	06/30/2026	112.50
913566	DFG VENTURES	06/30/2026	390.19
913567	DJ BLU ENTERTAINMENT LLC	06/30/2026	250.00
913568	EMERGENT 3 INC	06/30/2026	2,000.00
913569	ENRIQUEZ, SANDRA	06/30/2026	147.39
913570	ESD #105	06/30/2026	10,557.46
913571	ESD #123	06/30/2026	58,081.71
913572	FINAL FORMS	06/30/2026	3,273.20
913573	GOMEZ, GUADALUPE	06/30/2026	81.20
913574	GRADUATION ALLIANCE, INC	06/30/2026	62,061.62
913575	HAPPY SLOTH SCREEN PRINTING	06/30/2026	3,800.00
913576	COOK'S ACE HARDWARE	06/30/2026	124.23
913577	INSTANT PRESS INC	06/30/2026	31.66
913578	IRRIGATION SPECIALISTS INC	06/30/2026	1,340.81
913579	JOSTENS	06/30/2026	20.49
913580	K C D A	06/30/2026	2,723.71
913581	KAZCADE ENGRAVING & TROPHIES	06/30/2026	329.25
913582	LEADER SERVICES	06/30/2026	949.20
913583	LEP-RE-KON MARTS INC	06/30/2026	1,083.89

"I, the undersigned, do hereby certify under penalty of perjury that the materials have been furnished, the services rendered or the labor performed as described on voucher numbers 913551 through 913613 are just, due and unpaid obligations against the school district and that I am authorized to authenticate and certify to said claim."

[Signature]
Business Manager
Date 6/22/26

Check Nbr	Vendor Name	Check Date	Check Amount
913584	LIFETRACK SERVICES	06/30/2026	512.50
913585	LINK, CENTURY	06/30/2026	1.72
913586	LINK, CENTURY	06/30/2026	156.44
913587	LUCAS, MARY A	06/30/2026	107.00
913588	MASON, MELANIE	06/30/2026	163.00
913589	MENKE JACKSON LAW FIRM	06/30/2026	17,486.30
913590	MONTANARO, LAURA J	06/30/2026	51.83
913591	MORROW, DARLENE M.	06/30/2026	2,356.08
913592	NCS PEARSON INC	06/30/2026	48.92
913593	PACIFIC OFFICE AUTOMATION	06/30/2026	343.34
913594	PASCO SCHOOL DISTRICT NO 1	06/30/2026	19,496.90
913595	PEREZ, JESSICA	06/30/2026	64.72
913596	PHASE 2 ELECTRONIC INC	06/30/2026	2,101.04
913597	PROSSER CHAMBER OF COMMERCE	06/30/2026	75.00
913598	PROSSER SCHOOL DIST #116	06/30/2026	1,305.91
913599	QUILANTAN, ENYA	06/30/2026	190.00
913600	SAUCEDO, SANDRA SHAYLENE	06/30/2026	92.00
913601	SMARSH INC	06/30/2026	14.02
913602	STATE AUDITOR'S OFFICE	06/30/2026	9,016.29
913603	TAQUERIA TEPEQUE LLC	06/30/2026	1,875.00
913604	THIN LINE COUNSELING & CONSULT	06/30/2026	400.00
913605	TK ELEVATOR CORPORATION	06/30/2026	1,293.29
913606	Vendor Continued Check	06/30/2026	0.00
913607	US FOODS - SPOKANE	06/30/2026	13,549.69
913608	VALLEY WIDE COOPERATIVE	06/30/2026	726.44
913609	WA CENTER FOR DEAF & HARD OF H	06/30/2026	675.00
913610	WALTER E NELSON COMPANY	06/30/2026	2,177.74
913611	WASTE MANAGEMENT OF KENNEWICK	06/30/2026	659.08
913612	WATER DOCTOR OF WASHINGTON INC	06/30/2026	17.30
913613	WEAVER EXTERMINATING	06/30/2026	270.67
63	Computer	Check(s) For a Total of	341,283.64

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
913551	ACOSTA, PATRICIA ESPERANZA	06/30/2026	05162026	PER DIEM FOR TRIP TO SPOKANE FOR PARADE ON 5/16/26-5/17/26	0	39.00	39.00
10 E 530 9900 52 8580 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		39.00	
913552	ALVAREZ, ERIKA	06/30/2026	06052026	2025 FALL COUNSELOR WORKSHOP REIMBURSEMENT	0	65.00	65.00
10 E 530 0151 31 7580 4500 0000 0000 0				General Fund/Expenditures/Staff Dev-PEA Allocation		65.00	
913553	AMAZON CAPITAL SERVICES	06/30/2026	19X3-97DF-9KRX	Nurse supplies	6402500010	1,209.38	2,749.48
10 E 530 0100 26 5610 0640 0000 0000 0				General Fund/Expenditures/Basic Education		1,209.38	
			1DKR-R93D-41T1	Juana Landa	2402500017	268.45	
10 E 530 0160 22 5640 2400 0000 0000 0				General Fund/Expenditures/Donation Expenditures		268.45	
			1NGX-HK4W-CNRP	Locking Medication Storage Cabinet - Heights	6402500012	155.44	
10 E 530 0100 26 5610 0640 0000 0000 0				General Fund/Expenditures/Basic Education		155.44	
			1NWK-XGXH-LYGQ	Nurse supplies	6402500010	17.38	
10 E 530 0100 26 5610 0640 0000 0000 0				General Fund/Expenditures/Basic Education		17.38	
			1PG1-PMT3-FRXP	Nurse supplies	6402500010	936.92	
10 E 530 0100 26 5610 0640 0000 0000 0				General Fund/Expenditures/Basic Education		936.92	
			1RT6-TC3J-4T33	Life Skills materials	6302500052	161.91	
10 E 530 2100 27 5610 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		161.91	
913554	AMERICAN READING COMPANY	06/30/2026	0000235084	MIGRANT SUMMER SCHOOL AMERICAN READING COMPANY MATERIALS SEE ATTACHED PROPOSAL 00260965	6002500044	44,349.60	48,280.20
10 E 530 5320 33 5610 0600 0000 0000 0				General Fund/Expenditures/Migrant Ed		44,349.60	
			00261004	AMERICAN READING COMPANY PD -MIGRANT SUMMER SCHOOL PLEASE SEE ATTACHED PROPOSAL:00261004	6002500045	3,930.60	
10 E 530 5320 31 7340 0600 0000 0000 0				General Fund/Expenditures/Migrant Ed		3,930.60	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
913555	AT & T MOBILITY	06/30/2026	287364561065X0608202	FIRST NET MONTHLY INVOICE	0	1,873.83	2,076.55
10 E 530 0100 21 7115 0600 0000 0000 0				General Fund/Expenditures/Basic Education		82.91	
10 E 530 0100 23 7115 1100 0000 0000 0				General Fund/Expenditures/Basic Education		39.37	
10 E 530 0100 23 7115 1200 0000 0000 0				General Fund/Expenditures/Basic Education		43.54	
10 E 530 0100 23 7115 1300 0000 0000 0				General Fund/Expenditures/Basic Education		39.37	
10 E 530 0100 23 7115 2400 0000 0000 0				General Fund/Expenditures/Basic Education		78.74	
10 E 530 0100 23 7115 4500 0000 0000 0				General Fund/Expenditures/Basic Education		78.74	
10 E 530 0100 26 7115 0640 0000 0000 0				General Fund/Expenditures/Basic Education		217.70	
10 E 530 2100 21 7115 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		87.08	
10 E 530 3151 27 7115 4500 0000 0000 0				General Fund/Expenditures/Voc Director		39.37	
10 E 530 5320 24 7115 0600 0000 0000 0				General Fund/Expenditures/Migrant Ed		201.57	
10 E 530 9700 12 7115 0710 0000 0000 0				General Fund/Expenditures/District-Wide Support		87.08	
10 E 530 9700 13 7115 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		43.54	
10 E 530 9700 61 7115 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		43.54	
10 E 530 9730 72 7115 0760 0000 0000 0				General Fund/Expenditures/Tech Coordinator - Office		486.50	
10 E 530 9800 44 7115 0750 0000 0000 0				General Fund/Expenditures/Food Service		43.54	
10 E 530 9900 51 7115 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		43.54	
10 E 530 0100 28 7115 4500 0000 0000 0				General Fund/Expenditures/Basic Education		43.54	
10 E 530 2100 26 7115 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		130.62	
10 E 530 0100 26 7115 1300 0000 0000 0				General Fund/Expenditures/Basic Education		43.54	
			MAY-JUNE	05/26/2026-06-26-2	0	202.72	
				026			
10 E 530 0100 21 7115 0600 0000 0000 0				General Fund/Expenditures/Basic Education		111.48	
10 E 530 0100 23 7115 1100 0000 0000 0				General Fund/Expenditures/Basic Education		0.00	
10 E 530 0100 23 7115 1200 0000 0000 0				General Fund/Expenditures/Basic Education		0.00	
10 E 530 0100 23 7115 1300 0000 0000 0				General Fund/Expenditures/Basic Education		0.00	
10 E 530 0100 23 7115 2400 0000 0000 0				General Fund/Expenditures/Basic Education		0.00	
10 E 530 0100 23 7115 4500 0000 0000 0				General Fund/Expenditures/Basic Education		0.00	
10 E 530 0100 26 7115 0640 0000 0000 0				General Fund/Expenditures/Basic Education		0.00	
10 E 530 2100 21 7115 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		0.00	
10 E 530 3151 27 7115 4500 0000 0000 0				General Fund/Expenditures/Voc Director		0.00	
10 E 530 5320 24 7115 0600 0000 0000 0				General Fund/Expenditures/Migrant Ed		0.00	
10 E 530 9700 12 7115 0710 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 13 7115 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9700 61 7115 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
10 E 530 9730 72 7115 0760 0000 0000 0				General Fund/Expenditures/Tech Coordinator - Office		2.50	
10 E 530 9800 44 7115 0750 0000 0000 0				General Fund/Expenditures/Food Service		0.00	
10 E 530 9900 51 7115 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		0.00	
10 E 530 0100 28 7115 4500 0000 0000 0				General Fund/Expenditures/Basic Education		88.74	
10 E 530 0100 26 7115 1300 0000 0000 0				General Fund/Expenditures/Basic Education		0.00	
913556	BAZE, SHELLY R	06/30/2026	05192026	PER DIEM FOR TRACK TRIP TO QUINCY ON 5/19/26	0	51.00	51.00
10 E 530 9900 52 8580 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		51.00	
913557	CASCADE NATURAL GAS CORP	06/30/2026	MAY-JUNE	MONTHLY INVOICE	0	6,416.49	6,416.49
10 E 530 9700 65 7621 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		556.68	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9700 65 7621 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		206.23	
10 E 530 9700 65 7621 0730 0000 0000 0				General Fund/Expenditures/District-Wide Support		140.24	
10 E 530 9700 65 7621 1200 0000 0000 0				General Fund/Expenditures/District-Wide Support		434.97	
10 E 530 9700 65 7621 1300 0000 0000 0				General Fund/Expenditures/District-Wide Support		644.04	
10 E 530 9700 65 7621 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,397.73	
10 E 530 9700 65 7621 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		3,009.47	
10 E 530 9700 65 7621 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		27.13	
10 E 530 9700 65 7621 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
913558	CHANNEL, JO ANNA	06/30/2026	06022026	MILEAGE REIMBURSEMENT	0	44.22	44.22
10 E 530 9700 75 7340 0730 0000 0000 0				General Fund/Expenditures/District-Wide Support		44.22	
913559	CHARLIE'S PRODUCE	06/30/2026	101988099	FOOD SERVICE PRODUCE	0	1,397.31	872.46
10 E 530 9827 42 5630 0750 0000 0000 0				General Fund/Expenditures/Fresh Fruits and Vegetable Pr		1,397.31	
			102010078	FOOD SERVICE CREDIT	0	-524.85	
10 E 530 9827 42 5630 0750 0000 0000 0				General Fund/Expenditures/Fresh Fruits and Vegetable Pr		-524.85	
913560	CI INFORMATION MANAGEMENT	06/30/2026	0198859	YEARLY PO	1302500007	34.61	207.67
10 E 530 0100 23 5610 1300 0000 0000 0				General Fund/Expenditures/Basic Education		34.61	
			0198860	Shredding for 25-26 school year - NTE \$1500	4502500006	103.84	
10 E 530 0100 23 7340 4500 0000 0000 0				General Fund/Expenditures/Basic Education		103.84	
			0198861	MONTHLY INVOICE FOR SHRED AT DO	0	34.61	
10 E 530 9700 13 7340 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		34.61	
			0198862	Shredding services	2402500006	34.61	
10 E 530 0100 23 5610 2400 0000 0000 0				General Fund/Expenditures/Basic Education		34.61	
913561	CONSOLIDATED SCHOOL DISTRICT #	06/30/2026	1282	REIMBURSEMENT FOR MEAL TRAVEL	0	299.00	299.00
10 E 530 2100 27 7580 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		299.00	
913562	CTS LANGUAGE LINK	06/30/2026	333415	LANGUAGE LINK SERVICES	0	11.28	11.28
10 E 530 0100 21 7120 0600 0000 0000 0				General Fund/Expenditures/Basic Education		11.28	
913563	DAVY'S TOTAL LAWN CARE SERVICE	06/30/2026	78445	BACKFLOW ASSEMBLY TESTING	0	2,658.92	2,658.92
10 E 530 9700 64 7340 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		2,658.92	
913564	DELL	06/30/2026	10877566380	DELL - Ryan Wood	7602500074	54,926.64	54,926.64

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				CTE Lab Replacements			
10 E 530 3151 27 5650 4500 0000 0000 0	General Fund/Expenditures/Voc Director					28,000.55	
10 E 530 3860 27 5610 4500 0000 0000 0	General Fund/Expenditures/Vocational-Federal					26,926.09	
913565	DEPARTMENT OF L & I BOILER SEC	06/30/2026	403220	REINSTALLATION PERMIT	0	112.50	112.50
10 E 530 9700 64 7340 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					112.50	
913566	DFG VENTURES	06/30/2026	52526	BUILDING MAINTENANCE PARTS FOR SHOP	0	390.19	390.19
10 E 530 9700 64 5610 0740 0000 0000 0	General Fund/Expenditures/District-Wide Support					390.19	
913567	DJ BLU ENTERTAINMENT LLC	06/30/2026	363781-000001	MIGRANT GRADUATION EVENT	6002500065	250.00	250.00
10 E 530 5320 24 5610 0600 0000 0000 0	General Fund/Expenditures/Migrant Ed					250.00	
913568	EMERGENT 3 INC	06/30/2026	INV-2465	EMERGNET3 MAY 2026-AUGUST 2026	0	2,000.00	2,000.00
10 E 530 0100 27 7340 0600 0000 0000 0	General Fund/Expenditures/Basic Education					2,000.00	
913569	ENRIQUEZ, SANDRA	06/30/2026	06042026	REIMBURSEMENT FOR STATE ADVISORY MEETING IN OLYMPIA	0	147.39	147.39
10 E 530 5320 24 8580 0600 0000 0000 0	General Fund/Expenditures/Migrant Ed					147.39	
913570	ESD #105	06/30/2026	0002601457	ESD105 - OPEN PO 2025-2026 Skyward Monthly Data Processing Fee's	7602500001	10,557.46	10,557.46
10 E 530 9700 72 7320 0760 0000 0000 0	General Fund/Expenditures/District-Wide Support					10,557.46	
913571	ESD #123	06/30/2026	0002601135	BUSINESS MANAGEMENT/PAYROLL SERVICES	0	12,466.66	58,081.71
10 E 530 9700 13 7310 0720 0000 0000 0	General Fund/Expenditures/District-Wide Support					12,466.66	
			0002601198	CANDY MOUNTAIN TUTION FEES FOR MAY 2026 cand	0	45,615.05	
10 E 530 2100 26 7340 0630 0000 0000 0	General Fund/Expenditures/Spec Ed - State					45,615.05	
913572	FINAL FORMS	06/30/2026	014892026CC	FINAL FORMS 2026-2027 SCHOOL YEAR ATHLETIC AND ACTIVITY FORMS REGISTRATION	4502500021	3,273.20	3,273.20

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				SERVICES \$3,373.20			
10 E 530 0100 28 7340 4500 0000 0000 1				General Fund/Expenditures/Basic Education		3,273.20	
913573	GOMEZ, GUADALUPE	06/30/2026	06022026	MILEAGE	0	81.20	81.20
				REIMBURSEMENT			
10 E 530 9700 63 7340 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		81.20	
913574	GRADUATION ALLIANCE, INC	06/30/2026	GA81364	JUNE INVOICE	0	61,005.96	62,061.62
10 E 530 5505 27 7340 4500 0000 0000 0				General Fund/Expenditures/LAP High Poverty		33,713.82	
10 E 530 0178 27 7340 4500 0000 0000 0				General Fund/Expenditures/6-12 Virtual Learning		5,618.97	
10 E 530 0178 27 7340 2400 0000 0000 0				General Fund/Expenditures/6-12 Virtual Learning		10,435.23	
10 E 530 0200 27 7340 4500 0000 0000 0				General Fund/Expenditures/Alternative Learning Experien		11,237.94	
			GATS81474	MONTHLY INVOICE	0	1,055.66	
				TIER 1			
10 E 530 0197 27 7340 4500 0000 0000 0				General Fund/Expenditures/Credit Retrieval		1,055.66	
913575	HAPPY SLOTH SCREEN PRINTING	06/30/2026	0526	HAPPY SLP SPEECH AND LANGUAGE THERAPY	0	3,800.00	3,800.00
10 E 530 2100 27 7340 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		3,800.00	
913576	COOK'S ACE HARDWARE	06/30/2026	18348/1	BUILDING MAINTENANCE ELEC TAPE	0	5.42	124.23
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		5.42	
			18450/1	GROUNDS MAINTENANCE PARTS AND SUPPLIES	0	11.26	
10 E 530 9700 62 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		11.26	
			18464/1	BUILDING MAINTENANCE SUTO SHUTOFF GAS CAN	0	35.86	
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		35.86	
			18501/1	BUILDING MAINTENANCE METAL REPAIR TAPE AND DRYER VENT DUCT	0	19.54	
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		19.54	
			18510/1	BUILDING MAINTENANCE GROUNDING PLUG	0	17.38	
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		17.38	
			18524/1	BUILDING	0	19.56	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
				MAINTENANCE DRYER VENT DUCT			
10 E 530 9700 64 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		19.56	
			18679/1	CTE Open PO	4562500002	15.21	
10 E 530 3160 27 5610 4500 0000 0000 0				General Fund/Expenditures/Agriculture		15.21	
913577	INSTANT PRESS INC	06/30/2026	92391	NAME PLATE S.C.	0	31.66	31.66
10 E 530 9700 13 5610 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		31.66	
913578	IRRIGATION SPECIALISTS INC	06/30/2026	3311691-01	GROUNDS MAINTENANCE RAINBIRD ROTOR	0	1,340.81	1,340.81
10 E 530 9700 62 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,340.81	
913579	JOSTENS	06/30/2026	40082675	CLASS OF 2026 DIPLOMAS AND EXTRA DIPLOMAS	4502500008	20.49	20.49
10 E 530 0100 27 5610 4500 0000 0000 0				General Fund/Expenditures/Basic Education		20.49	
913580	K C D A	06/30/2026	300899548	KCDA - Food Service Toner	7602500068	779.65	2,723.71
10 E 530 3160 27 5610 4500 0000 0000 0				General Fund/Expenditures/Agriculture		0.00	
10 E 530 9800 41 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		779.65	
			300908088	Pallet of paper to last us till October 2026	4502500024	1,944.06	
10 E 530 3151 21 5610 4500 0000 0000 0				General Fund/Expenditures/Voc Director		1,944.06	
913581	KAZCADE ENGRAVING & TROPHIES	06/30/2026	001260	RETIREMENT PLAQUES	0	329.25	329.25
10 E 530 9700 13 5610 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		329.25	
913582	LEADER SERVICES	06/30/2026	WA13608	MONTHLY INVOICE	0	949.20	949.20
10 E 530 2100 27 7300 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		949.20	
913583	LEP-RE-KON MARTS INC	06/30/2026	01-530987	FCS Open PO	4562500004	126.15	1,083.89
10 E 530 3165 27 5610 4500 0000 0000 0				General Fund/Expenditures/Home/Family		126.15	
			01-532962	FCS Open PO	4562500004	26.97	
10 E 530 3165 27 5610 4500 0000 0000 0				General Fund/Expenditures/Home/Family		26.97	
			01-540242	FCS Open PO	4562500004	33.05	
10 E 530 3165 27 5610 4500 0000 0000 0				General Fund/Expenditures/Home/Family		33.05	
			01-541412	FCS Open PO	4562500004	38.56	
10 E 530 3165 27 5610 4500 0000 0000 0				General Fund/Expenditures/Home/Family		38.56	
			01-546223	FCS Open PO	4562500004	81.83	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 3165 27 5610 4500 0000 0000 0				General Fund/Expenditures/Home/Family		81.83	
			03-419980	FCS Open PO	4562500004	46.91	
10 E 530 3165 27 5610 4500 0000 0000 0				General Fund/Expenditures/Home/Family		46.91	
			03-439380	CTE PURCHASE	0	75.19	
10 E 530 3160 27 5610 4500 0000 0000 0				General Fund/Expenditures/Agriculture		75.19	
			04-383960	FCS Open PO	4562500004	69.31	
10 E 530 3165 27 5610 4500 0000 0000 0				General Fund/Expenditures/Home/Family		69.31	
			04-386638	FCS Open PO	4562500004	132.51	
10 E 530 3165 27 5610 4500 0000 0000 0				General Fund/Expenditures/Home/Family		132.51	
			04-392660	FCS Open PO	4562500004	139.78	
10 E 530 3165 27 5610 4500 0000 0000 0				General Fund/Expenditures/Home/Family		139.78	
			04-395192	FCS Open PO	4562500004	95.83	
10 E 530 3165 27 5610 4500 0000 0000 0				General Fund/Expenditures/Home/Family		95.83	
			04-400422	FCS Open PO	4562500004	217.80	
10 E 530 3165 27 5610 4500 0000 0000 0				General Fund/Expenditures/Home/Family		217.80	
913584	LIFETRACK SERVICES	06/30/2026	31277	TITLE IV INTEREST SURVEY SERVICES	4502500015	512.50	512.50
10 E 530 0100 28 7340 4500 0000 0000 0				General Fund/Expenditures/Basic Education		512.50	
913585	LINK, CENTURY	06/30/2026	MONTHLY	MONTHLY INVOICE	0	1.72	1.72
10 E 530 9700 65 7352 4500 0000 0000 0				General Fund/Expenditures/District-Wide Support		94.03	
10 E 530 0100 27 7340 0600 0000 0000 0				General Fund/Expenditures/Basic Education		-4.37	
10 E 530 9700 65 7352 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		-179.67	
10 E 530 9700 65 7352 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		91.73	
10 E 530 9700 65 7352 0730 0000 0000 0				General Fund/Expenditures/District-Wide Support		0.00	
913586	LINK, CENTURY	06/30/2026	320497728-JUNE	MONTHLY INVOICE	0	156.44	156.44
10 E 530 9700 65 7352 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		156.44	
913587	LUCAS, MARY A	06/30/2026	05162026	PER DIEM TO SPOKANE FOR PARADE ON 5/16/26-5/17/26	0	39.00	107.00
10 E 530 9900 52 8580 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		39.00	
			05172026	PER DIEM FOR TENNIS TO EAST VALLEY ON 5/17/26	0	68.00	
10 E 530 9900 52 8580 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		68.00	
913588	MASON, MELANIE	06/30/2026	06042026	REIMBURSEMENT FOR CDL RENEWAL	0	163.00	163.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
10 E 530 9900 52 7340 0730 0000 0000 0				General Fund/Expenditures/Pupil Transportation		163.00	
913589	MENKE JACKSON LAW FIRM	06/30/2026	5312026	LEGAL FEES	0	17,486.30	17,486.30
10 E 530 9700 12 7341 0710 0000 0000 1				General Fund/Expenditures/District-Wide Support		17,486.30	
913590	MONTANARO, LAURA J	06/30/2026	06022026	MILEAGE REIMBURSEMENT	0	51.83	51.83
10 E 530 0100 26 8580 0640 0000 0000 0				General Fund/Expenditures/Basic Education		51.83	
913591	MORROW, DARLENE M.	06/30/2026	06012026	REIMBURSEMENT FOR SCHOOL LUNCHES FROM FARM TO TABLE SCHOOL GRANT	0	2,356.08	2,356.08
10 E 530 9826 42 5630 0750 0000 0000 0				General Fund/Expenditures/Farm 2 Table		2,356.08	
913592	NCS PEARSON INC	06/30/2026	31696385	Sensory Profile 2 online scoring usages	6302500050	48.92	48.92
10 E 530 2100 27 5610 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		48.92	
913593	PACIFIC OFFICE AUTOMATION	06/30/2026	AR00458657	CONTRACT INVOICE	0	343.34	343.34
10 E 530 9700 13 7340 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		343.34	
913594	PASCO SCHOOL DISTRICT NO 1	06/30/2026	0626	MONTHLY PAYMENT FOR DEAF ED SERVICES	0	19,496.90	19,496.90
10 E 530 2100 27 7340 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		19,496.90	
913595	PEREZ, JESSICA	06/30/2026	06012026	REIMBURSEMENT FOR PARKING FEES FOR STATE TENNIS	0	64.72	64.72
10 E 530 0100 28 8580 4500 0000 0000 0				General Fund/Expenditures/Basic Education		64.72	
913596	PHASE 2 ELECTRONIC INC	06/30/2026	P2-10056.1F	BUILDING MAINTENANCE TROUBLESHOOT IRRIGATION PUMP AT DO	0	1,131.57	2,101.04
10 E 530 9700 64 7340 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,131.57	
			P2-10075.1F	BUILDING MAINTENANCE INSTALLED SWITCH FOR LIGHTS IN PLACE OF LIGHTING ON CONTROL PANEL IN NURSES OFFICE AT HGTS	0	969.47	
10 E 530 9700 64 7340 1300 0000 0000 0				General Fund/Expenditures/District-Wide Support		969.47	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc.	PO Number	Invoice Amount	Check Amount
913597	PROSSER CHAMBER OF COMMERCE	06/30/2026	1912	MEMBERSHIP DUES	0	75.00	75.00
10 E 530 9700 12 7340 0710 0000 0000 0				General Fund/Expenditures/District-Wide Support		75.00	
913598	PROSSER SCHOOL DIST #116	06/30/2026	062026	CREDIT CARD	0	667.13	1,305.91
10 E 530 9700 13 7810 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		667.13	
			890	FRESHMAN CAMP	0	638.78	
10 E 530 5804 27 5610 4500 0000 0000 0				General Fund/Expenditures/Ninth Grade Success		638.78	
913599	QUILANTAN, ENYA	06/30/2026	06042026	REIMBURSEMENT	0	190.00	190.00
10 E 530 0151 31 7580 1300 0000 0000 0				FOR TUTION MASTERS CURRICULUM AND INTSTRUCTION AT WGU		190.00	
913600	SAUCEDO, SANDRA SHAYLENE	06/30/2026	05202026	PER DIEM FOR TRIP	0	92.00	92.00
10 E 530 9900 52 8580 0730 0000 0000 0				TO SEATTLE FOR DECA ON 5/20/26		92.00	
913601	SMARSH INC	06/30/2026	INV-356927	SMARSH -	7602500039	14.02	14.02
10 E 530 9700 72 5650 0760 0000 0000 0				Additional Facebook Professional Archives 10/Mo		14.02	
913602	STATE AUDITOR'S OFFICE	06/30/2026	LI75801	FEDERAL AND	0	9,016.29	9,016.29
10 E 530 9700 11 7342 0710 0000 0000 0				FINANCIAL AUDDT		9,016.29	
913603	TAQUERIA TEPEQUE LLC	06/30/2026	001	MIGRANT	6002500064	1,875.00	1,875.00
10 E 530 5320 24 5610 0600 0000 0000 0				GRADUATION DINNER 5/29/2026		1,875.00	
913604	THIN LINE COUNSELING & CONSULT	06/30/2026	4340 4436	MONTHLY INVOICE	0	400.00	400.00
10 E 530 2100 26 7340 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		400.00	
913605	TK ELEVATOR CORPORATION	06/30/2026	1000767621	District Office	7402500045	1,293.29	1,293.29
10 E 530 9700 64 7340 0720 0000 0000 0				Elevator 50% down payment 50% upon completion 1 of 2 equal payments of \$1189.78		1,293.29	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
913606	Vendor Continued Void	06/30/2026					0.00
913607	US FOODS - SPOKANE	06/30/2026	4816750	FOOD SERVICE OPERATIONS WATER PRFID	0	27.87	13,549.69
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		27.87	
			4816751	FOOD SERVICE OPERATIONS WATER PRFID	0	41.81	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		41.81	
			4816752	FOOD AND FOOD SERVICE OPERATIONS APPLE, BROCCOLI, CARROT, CAULIFLOWER, CEREAL, CUCUMBER, GRAVY MIX, PEPPER, POTATO, SPINACH, SYRUP, GLOVES, AND TRAYS	0	6,610.30	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		2,130.62	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		4,479.68	
			4816753	FOOD PANCAKES	0	75.64	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		75.64	
			4902079	FOOD CELERY, CUCUMBER, JUICE, APPLE SNACK, TOMATO, BREAD, POTATO, AND LETTUCE,	0	3,487.70	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		3,487.70	
			5018114	FOOD AND FOOD SERVICE OPERATIONS CARROT, APPLE JUICE, AND WATER PRFID	0	146.47	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		41.81	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		104.66	
			5018115	FOOD LETTUCE	0	68.88	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		68.88	
			5018116	FOOD LETTUCE	0	34.44	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		34.44	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			5018117	FOOD SERVICE OPERATIONS WATER PRFID	0	20.90	
10 E 530 9800 44 5610 0750 0000 0000 0				General Fund/Expenditures/Food Service		20.90	
			5018118	FOOD POPCICLES	0	23.63	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		23.63	
			5018119	FOOD POPCICLES	0	179.55	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		179.55	
			5018120	FOOD BEEF, BROCCOLI, CARROT, CELERY, MILK, PEPPER, SPINACH, TOMATO, CHIPS, BUNS AND POTATOS.	0	2,832.50	
10 E 530 9800 42 5630 0750 0000 0000 0				General Fund/Expenditures/Food Service		2,832.50	
913608	VALLEY WIDE COOPERATIVE	06/30/2026	U0026585	GROUNDS MAINTENANCE UNLEADED GAS	0	726.44	726.44
10 E 530 9700 62 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		726.44	
913609	WA CENTER FOR DEAF & HARD OF H	06/30/2026	5218	EVALUATION FOR SPEECH THERAPY AND SERVICES	0	675.00	675.00
10 E 530 2100 26 7001 0630 0000 0000 0				General Fund/Expenditures/Spec Ed - State		675.00	
913610	WALTER E NELSON COMPANY	06/30/2026	INVCRN31224003	CUSTODIAL TOWEL, TOILET PAPER, MICROFIBER CLOTH, BACTERIA DIGESTATN, LAUNDRY SOAP, AND MOP	0	2,061.83	2,177.74
10 E 530 9700 63 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		2,061.83	
			INVCRN31224006	CUSTODIAL MOP	0	53.29	
10 E 530 9700 63 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		53.29	
			INVCRN31224232	CUSTODIAL SUPPLIES	0	62.62	
10 E 530 9700 63 5610 0740 0000 0000 0				General Fund/Expenditures/District-Wide Support		62.62	
913611	WASTE MANAGEMENT OF KENNEWICK	06/30/2026	2039065-1819-9	WASTE MANAGEMENT AT WHITSTRAN ELEMENTARY	7402500018	659.08	659.08
10 E 530 9700 64 7340 1100 0000 0000 0				General Fund/Expenditures/District-Wide Support		659.08	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
913612	WATER DOCTOR OF WASHINGTON INC	06/30/2026	123486181	BUILDING MAINTENANCE WATER FOR WHT	0	17.30	17.30
10 E 530 9700 64 7340 1100 0000 0000 0				General Fund/Expenditures/District-Wide Support		17.30	
913613	WEAVER EXTERMINATING	06/30/2026	37736	BUILDING MAINTENANCE BI-MONTHLY INSPECTION REGULAR SERVICE CHARGE AT HMS	0	102.18	270.67
10 E 530 9700 64 7340 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		102.18	
			37740	BUILDING MAINTENANCE RODENT QUARTERLY SERVICE CHARGE AT TRANSPORTATION OFFICE	0	168.49	
10 E 530 9700 64 7340 0730 0000 0000 0				General Fund/Expenditures/District-Wide Support		168.49	
			63	Computer		Check(s) For a Total of	341,283.64

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 June 24, 2026, the board, by a _____ vote, approves payments, totaling \$26,087.27. The payments are further identified in this document.

Total by Payment Type for Cash Account, WIRE TRANSFER:
Wire Transfer Payments 202500012 through 202500012, totaling \$26,087.27

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
202500012	BMO HARRIS BANK N.A. - CLIEN	06/30/2026	26,087.27
1	Wire Transfer Check(s) For a Total of		26,087.27

"I, the undersigned, do hereby certify under penalty of perjury that the materials have been furnished, the services rendered or the labor performed as described on voucher numbers 202500012 through 202500012 are just, due and unpaid obligations against the school district and that I am authorized to authenticate and certify to said claim."

CO _____ 6/22/26
Business Manager Date

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
202500012	BMO HARRIS BANK N.A. - CLIEN	06/30/2026	0526-0626 GF	MAY-JUNE 2026 GF	0	26,087.27	26,087.27
10 E 530 0100 28 5610 4500 0000 0000 0				General Fund/Expenditures/Basic Education		189.57	
10 E 530 0100 28 8580 4500 0000 0000 0				General Fund/Expenditures/Basic Education		10,979.76	
10 E 530 0145 27 5610 1100 0000 0000 0				General Fund/Expenditures/Instructional Materials		1,515.21	
10 E 530 0145 27 5610 1300 0000 0000 0				General Fund/Expenditures/Instructional Materials		2,895.57	
10 E 530 0145 27 5610 1200 0000 0000 0				General Fund/Expenditures/Instructional Materials		521.70	
10 E 530 5320 24 5610 0600 0000 0000 0				General Fund/Expenditures/Migrant Ed		509.19	
10 E 530 9700 11 5610 0710 0000 0000 0				General Fund/Expenditures/District-Wide Support		25.09	
10 E 530 9700 13 5610 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		513.54	
10 E 530 9700 64 5610 1200 0000 0000 0				General Fund/Expenditures/District-Wide Support		72.71	
10 E 530 9700 64 5610 2400 0000 0000 0				General Fund/Expenditures/District-Wide Support		251.21	
10 E 530 9700 72 5650 0760 0000 0000 0				General Fund/Expenditures/District-Wide Support		1,632.13	
10 E 530 0100 23 5610 4500 0000 0000 0				General Fund/Expenditures/Basic Education		358.19	
10 E 530 5101 27 5610 4500 0000 0000 0				General Fund/Expenditures/Title I -Parent Inv.		160.68	
10 E 530 0100 27 5650 4500 0000 0000 0				General Fund/Expenditures/Basic Education		75.00	
10 E 530 9700 13 7340 0720 0000 0000 0				General Fund/Expenditures/District-Wide Support		2,432.00	
10 E 530 3161 27 8580 4500 0000 0000 0				General Fund/Expenditures/Business		2,323.79	
10 E 530 0100 26 7580 0640 0000 0000 0				General Fund/Expenditures/Basic Education		226.38	
10 E 530 0151 31 7580 2400 0000 0000 0				General Fund/Expenditures/Staff Dev-PEA Allocation		300.00	
10 E 530 0151 31 7580 1100 0000 0000 0				General Fund/Expenditures/Staff Dev-PEA Allocation		750.00	
10 E 530 0151 31 7580 4500 0000 0000 0				General Fund/Expenditures/Staff Dev-PEA Allocation		205.55	
10 E 530 0151 31 7580 1200 0000 0000 0				General Fund/Expenditures/Staff Dev-PEA Allocation		150.00	

1 Wire Transfer Check(s) For a Total of 26,087.27

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 June 24, 2026, the board, by a _____ vote, approves payments, totaling \$29,381.44. The payments are further identified in this document.

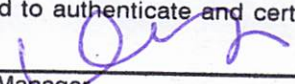
Total by Payment Type for Cash Account, ASB WARRANTS PAYABLE:
Warrant Numbers 188786 through 188809, totaling \$29,381.44

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
188786	ADAMS, JONATHON HOWARD	06/30/2026	600.00
188787	AMAZON CAPITAL SERVICES	06/30/2026	408.39
188788	BOSTED, SAVANNAH DIANE	06/30/2026	6.00
188789	CLIFF'S SEPTIC TANK SERVICE	06/30/2026	810.00
188790	COOLE SCHOOL	06/30/2026	757.20
188791	COUGAR DIGITAL MARKETING & DES	06/30/2026	310.00
188792	COX, TOBY W	06/30/2026	237.96
188793	DRAMATISTS PLAY SERVICE INC	06/30/2026	603.05
188794	IMPACT SPIRITWEAR	06/30/2026	262.80
188795	JOSTENS	06/30/2026	2,680.66
188796	MADRIGAL, ISABEL NEVAEH	06/30/2026	6.00
188797	MONTANO, BERTHA L	06/30/2026	162.88
188798	NEW CITY CLEANERS INC	06/30/2026	1,017.28
188799	NORRIS, DANIEL A	06/30/2026	217.92
188800	PEN & SWORD LLC	06/30/2026	891.35
188801	PROSSER S.D. REV FUND	06/30/2026	12,433.50
188802	PROSSER SCHOOL DISTRICT	06/30/2026	1,400.00
188803	PROSSER SCHOOL DIST #116	06/30/2026	50.00
188804	PROSSER SCHOOL DIST #116	06/30/2026	4,029.58
188805	PROSSER FOOD SERVICES	06/30/2026	670.00
188806	SALYERS SMITH, KILA M.	06/30/2026	149.57
188807	THE TROPHY SHOPPE	06/30/2026	127.30
188808	WASHINGTON FCCLA	06/30/2026	350.00
188809	WORLD'S FINEST CHOCOLATE	06/30/2026	1,200.00

24 Computer Check(s) For a Total of 29,381.44

"I, the undersigned, do hereby certify under penalty of perjury that the materials have been furnished, the services rendered or the labor performed as described on voucher numbers 188786 through 188809 are just, due and unpaid obligations against the school district and that I am authorized to authenticate and certify to said claim."



 Business Manager Date 6/22/26

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
188786	ADAMS, JONATHON HOWARD	06/30/2026	06192026	BOYS BASKETBALL SUMMER TOURNAMENT 1 TEAM @ \$600	4522500176	600.00	600.00
40 E 530 2010 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CONTEST MGT		600.00	
188787	AMAZON CAPITAL SERVICES	06/30/2026	17Q7-1GNM-QN3T	1- HP 712 INK YELLOW 1- HP 712 INK MAGENTA 1- HP 712 INK BLACK 1- HP 712 INK CYAN POSTER PRINTER INK	4522500178	408.39	408.39
40 E 530 1040 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/GENERAL		408.39	
188788	BOSTED, SAVANNAH DIANE	06/30/2026	06012026	REIMBURSEMENT FOR SENIOR SHIRT/SENIOR SHIRTS NOT ORDERED	0	6.00	6.00
40 E 530 3026 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CLASS OF 2026		6.00	
188789	CLIFF'S SEPTIC TANK SERVICE	06/30/2026	251596	PORTA POTTIES FOR THE FALL SEASON. NOT TO EXCEED \$5000.	4522500000	150.00	810.00
40 E 530 2010 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CONTEST MGT		150.00	
			251599	PORTA POTTIES FOR THE FALL SEASON. NOT TO EXCEED \$5000.	4522500000	255.00	
40 E 530 2010 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CONTEST MGT		255.00	
			251600	PORTA POTTIES FOR THE FALL SEASON. NOT TO EXCEED \$5000.	4522500000	105.00	
40 E 530 2010 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CONTEST MGT		105.00	
			251601	PORTA POTTIES FOR THE FALL SEASON. NOT TO EXCEED \$5000.	4522500000	150.00	
40 E 530 2010 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CONTEST MGT		150.00	
			251602	PORTA POTTIES FOR THE FALL SEASON. NOT TO EXCEED \$5000.	4522500000	150.00	
40 E 530 2010 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CONTEST MGT		150.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
188790	COOLE SCHOOL	06/30/2026	CS-35828	Coole school	2422500025	757.20	757.20
				Student Agendas			
40 E 530 1040 04 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/GENERAL		757.20	
188791	COUGAR DIGITAL MARKETING & DES	06/30/2026	PHS GATSBY	BAND SPONSOR	4522500014	310.00	310.00
				BANNER NTE \$300			
40 E 530 4360 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/BAND		310.00	
188792	COX, TOBY W	06/30/2026	05272026	REIMBURSEMENT FOR	0	237.96	237.96
				CONSESSIONS FOR			
				BBALL			
40 E 530 2110 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/BASKETBALL BO		237.96	
188793	DRAMATISTS PLAY SERVICE INC	06/30/2026	120325	THE GREAT GATSBY	4522500066	603.05	603.05
				LICENSE 3@ \$130			
				SCRIPT 12 @ \$13			
				655.20			
40 E 530 4999 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/DRAMA		603.05	
188794	IMPACT SPIRITWEAR	06/30/2026	104471	24- GILDAN COTTON	4522500104	262.80	262.80
				SHORT SLEEVE WITH			
				1 COLO PRINT. @			
				\$10.95 1 GILDAN			
				COOTON SHORT			
				SLEEV SHIRT 1			
				COLOR PRINT 2XL			
				@ \$12.95			
40 E 530 4380 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CHORUS		262.80	
188795	JOSTENS	06/30/2026	1457691	25/26 YEARBOOK	4522500184	2,680.66	2,680.66
				PRODUCTION \$2680			
40 E 530 4010 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/YEARBOOK		2,680.66	
188796	MADRIGAL, ISABEL NEVAEH	06/30/2026	05132026	REIMBRUSEMENT FOR	0	6.00	6.00
				SENIOR			
				SHIRT/SHIRTS WERE			
				NEVER ORDERED			
40 E 530 3026 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/CLASS OF 2026		6.00	
188797	MONTANO, BERTHA L	06/30/2026	06042026	REIMBURSEMENT FOR	0	162.88	162.88
				END OF YEAR			
				CELEBRATION FOR			
				MUSTANG THRIVE			
40 E 530 4655 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/THRIVE		162.88	
188798	NEW CITY CLEANERS INC	06/30/2026	352909	UP TO \$1300 FOR	4522500163	1,017.28	1,017.28
				PHS BAND UNIFORM			
				DRY CLEANING			
40 E 530 4360 05 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/BAND		1,017.28	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
188799	NORRIS, DANIEL A	06/30/2026	05182026	REIMBURSEMENT FOR PIZZA FOR LILAC PARADE	0	217.92	217.92
40 E 530 4360 05 0000 0000 0000 0			Associated Student Body Fund/Expenditures/BAND			217.92	
188800	PEN & SWORD LLC	06/30/2026	75	COMBAT CHOREOGRAPHY THE GREAT GATSBY 8 HOURS OF STAGE COMBAT CHOREOGRAPHY FOR THE GREAT GATSBY @ \$100 MILEAGE \$91.35	4522500182	891.35	891.35
40 E 530 4999 05 0000 0000 0000 0			Associated Student Body Fund/Expenditures/DRAMA			891.35	
188801	PROSSER S.D. REV FUND	06/30/2026	4957	REIMBURSEMENT FOR SENIOR LUNCHEON EVENTS TO REMEMBER	0	3,598.60	12,433.50
40 E 530 3026 05 0000 0000 0000 0			Associated Student Body Fund/Expenditures/CLASS OF 2026			3,598.60	
			4958	REIMBURSEMENT FOR ROLLARENA SKATING FOR 6TH GRADE FIELD TRIP	0	756.00	
40 E 530 1040 04 0000 0000 0000 0			Associated Student Body Fund/Expenditures/GENERAL			756.00	
			4959	REIMBURSEMENT FAIRCHILD CINEMAS 7TH GRADE FIELD TRIP	0	390.00	
40 E 530 1040 04 0000 0000 0000 0			Associated Student Body Fund/Expenditures/GENERAL			390.00	
			4960	REIMBURSEMENT YAKIMA FAMILY FUN CENTER 8TH GRADE FIELD TRIP	0	2,538.90	
40 E 530 1040 04 0000 0000 0000 0			Associated Student Body Fund/Expenditures/GENERAL			2,538.90	
			4961	BASKETBALL TOURNAMENT START-UP CASH	0	4,800.00	
40 E 530 2110 05 0000 0000 0000 0			Associated Student Body Fund/Expenditures/BASKETBALL BO			4,800.00	
			4962	REIMBURSEMENT FOR VALLEY SUMMER CLASSIC GIRLS BBALL TOURNAMENT ENTRANCE FEE	0	350.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
40 E 530 2210 05 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/BASKETBALL GI		350.00	
188802	PROSSER SCHOOL DISTRICT	06/30/2026	1022	GYM RENTAL FOR MID-COLUMBIA SPRING LEAGUE 2026 \$1400	4522500186	1,400.00	1,400.00
40 E 530 2110 05 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/BASKETBALL BO		1,400.00	
188803	PROSSER SCHOOL DIST #116	06/30/2026	888	FRESHMAN CAMP ADULT LUNCHESES	0	50.00	50.00
40 E 530 4350 05 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/LEADERSHIP		50.00	
188804	PROSSER SCHOOL DIST #116	06/30/2026	MAY 2026	FIELD, SPORT, AND VAN TRIPS FOR MAY 2026	0	4,029.58	4,029.58
40 E 530 1040 02 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/GENERAL		662.00	
40 E 530 1040 04 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/GENERAL		1,083.93	
40 E 530 3470 03 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/4TH GRADE FUN		52.00	
40 E 530 4360 05 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/BAND		1,430.00	
40 E 530 4480 05 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/SCIENCE		53.65	
40 E 530 4170 05 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/DECA		748.00	
188805	PROSSER FOOD SERVICES	06/30/2026	874	200 SANDWICHES AND WRAPS FOR ROTARY TRACK INVITE COACHES ROOM \$670 FOOD SERVICE	4522500164	670.00	670.00
40 E 530 2150 05 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/TRACK		670.00	
188806	SALYERS SMITH, KILA M.	06/30/2026	05272026	REIMBURSEMENT FOR YEAR END CELEBRATION FOR WOOSH	0	149.57	149.57
40 E 530 4645 05 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/WHOOSH		149.57	
188807	THE TROPHY SHOPPE	06/30/2026	915731	UP TO \$200 FOR BAND/CHOIR AWARD ENGRAVING AND ONE BAND PLAQUE (INCLUDING HMS BAND AND HMS CHOIR AWARDS	4522500165	127.30	127.30
40 E 530 4360 05 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/BAND		127.30	
188808	WASHINGTON FCCLA	06/30/2026	6131	fccla spirit packs	2422500026	350.00	350.00
40 E 530 4160 04 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/FCCLA		350.00	
188809	WORLD'S FINEST CHOCOLATE	06/30/2026	91590671 91591597	WORLD'S FINEST	4522500185	1,200.00	1,200.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
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CHOCOLATES
 FUNDRAISER FCCLA
 \$1200

40 E 530 4160 05 0000 0000 0000 0000 0	Associated Student Body Fund/Expenditures/FCCLA					1,200.00	
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24	Computer	Check(s) For a Total of	29,381.44
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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.

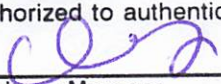
As of June 24, 2026, the board, by a _____ vote, approves payments, totaling \$19,626.68. The payments are further identified in this document.

Total by Payment Type for Cash Account, WIRE TRANSFER:
Wire Transfer Payments 202500013 through 202500013, totaling \$19,626.68

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
202500013	BMO HARRIS BANK N.A. - CLIEN	06/30/2026	19,626.68
1	Wire Transfer Check(s) For a Total of		19,626.68

"I, the undersigned, do hereby certify under penalty of perjury that the materials have been furnished, the services rendered or the labor performed as described on voucher numbers ~~20250013~~ through ~~20250013~~ are just, due and unpaid obligations against the school district and that I am authorized to authenticate and certify to said claim."

 _____ Date 6/22/26

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
202500013	BMO HARRIS BANK N.A. - CLIEN	06/30/2026	0526-0626 ASB	MAY-JUNE 2026 ASB	0	19,626.68	19,626.68
40 E 530	1040 04 0000 0000 0000 0			Associated Student Body Fund/Expenditures/GENERAL		357.92	
40 E 530	1040 05 0000 0000 0000 0			Associated Student Body Fund/Expenditures/GENERAL		1,115.49	
40 E 530	2080 05 0000 0000 0000 0			Associated Student Body Fund/Expenditures/SOCCER BOYS		166.68	
40 E 530	2100 05 0000 0000 0000 0			Associated Student Body Fund/Expenditures/BASEBALL		528.29	
40 E 530	2110 05 0000 0000 0000 0			Associated Student Body Fund/Expenditures/BASKETBALL BO		2,384.20	
40 E 530	2210 05 0000 0000 0000 0			Associated Student Body Fund/Expenditures/BASKETBALL GI		352.10	
40 E 530	3150 01 0000 0000 0000 0			Associated Student Body Fund/Expenditures/FIFTH-BELL		2,098.90	
40 E 530	4010 05 0000 0000 0000 0			Associated Student Body Fund/Expenditures/YEARBOOK		103.89	
40 E 530	4030 03 0000 0000 0000 0			Associated Student Body Fund/Expenditures/5TH GRADE FUN		3,261.31	
40 E 530	4150 05 0000 0000 0000 0			Associated Student Body Fund/Expenditures/FFA		1,616.19	
40 E 530	4350 05 0000 0000 0000 0			Associated Student Body Fund/Expenditures/LEADERSHIP		138.00	
40 E 530	4360 05 0000 0000 0000 0			Associated Student Body Fund/Expenditures/BAND		239.00	
40 E 530	4645 05 0000 0000 0000 0			Associated Student Body Fund/Expenditures/WHOOSH		6,121.20	
40 E 530	4625 05 0000 0000 0000 0			Associated Student Body Fund/Expenditures/NEXT GENERATI		249.09	
40 E 530	2185 05 0000 0000 0000 0			Associated Student Body Fund/Expenditures/GOLF-GIRLS		79.99	
40 E 530	4155 05 0000 0000 0000 0			Associated Student Body Fund/Expenditures/HOSA		102.92	
40 E 530	3026 05 0000 0000 0000 0			Associated Student Body Fund/Expenditures/CLASS OF 2026		711.51	

1 Wire Transfer Check(s) For a Total of 19,626.68

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 June 24, 2026, the board, by a _____ vote, approves payments, totaling \$10,860.00. The payments are further identified in this document.

Total by Payment Type for Cash Account, ASB WARRANTS PAYABLE: Warrant Numbers 188810 through 188836, totaling \$10,860.00

Secretary _____ Board Member _____
Board Member _____ Board Member _____
Board Member _____ Board Member _____

Check Nbr	Vendor Name	Check Date	Check Amount
188810	AGUIRRE, ANTONINO	06/24/2026	120.00
188811	CHAVEZ, FREDDIE	06/24/2026	570.00
188812	DIDDENS, MARK	06/24/2026	240.00
188813	DORTON, DOUGLAS	06/24/2026	360.00
188814	GARCIA, JAIME	06/24/2026	660.00
188815	GARCIA, JORDAN	06/24/2026	660.00
188816	GOMEZ, SANTOS	06/24/2026	360.00
188817	HOLLIS, CHRISTOPHER N	06/24/2026	330.00
188818	INGALSBE, TONY	06/24/2026	270.00
188819	JANSKY, MICHAEL	06/24/2026	480.00
188820	JOLLY, JUSTIN	06/24/2026	210.00
188821	JONES, CRAIG KENNETH	06/24/2026	360.00
188822	LANG, DARRELL	06/24/2026	480.00
188823	MONCIVAIZ, NOEL DEJESUS	06/24/2026	660.00
188824	PEROT, DEREK	06/24/2026	750.00
188825	PHILLIPS, KILLIAN NICHOLAS THO	06/24/2026	120.00
188826	RAMIREZ, RUBEN	06/24/2026	360.00
188827	ROMERO, ELIAS MANUEL	06/24/2026	510.00
188828	SALAMANCA, ROBERTO	06/24/2026	660.00
188829	SAMBRANO, LUIS	06/24/2026	120.00
188830	SARMIENTO, KENNEDY	06/24/2026	780.00
188831	SECORD, KELCI	06/24/2026	120.00
188832	SIMPKINS, PAUL	06/24/2026	210.00
188833	SLADE, JAKE	06/24/2026	600.00
188834	TRAPPETT, KEITH	06/24/2026	300.00
188835	VAN BELLE, STORMEE J	06/24/2026	180.00
188836	WAISHWELL, ASHLEY	06/24/2026	390.00

"I, the undersigned, do hereby certify under penalty of perjury that the materials have been furnished, the services rendered or the labor performed as described on voucher numbers 188810 through 188836 are just, due and unpaid obligations against the school district and that I am authorized to authenticate and certify to said claim."

Date 6/23/26
Business Manager

27 Computer Check(s) For a Total of 10,860.00

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
188810	AGUIRRE, ANTONINO	06/24/2026	24	REF JUNE 2026 BASKETBALL TOURNAMENT	0	120.00	120.00
40 E 530 2110 05 0000 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/BASKETBALL	BO	120.00	
188811	CHAVEZ, FREDDIE	06/24/2026	2	REF JUNE 2026 BASKETBALL TOURNAMENT	0	570.00	570.00
40 E 530 2110 05 0000 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/BASKETBALL	BO	570.00	
188812	DIDDENS, MARK	06/24/2026	27	REF JUNE 2026 BASKETBALL TOURNAMENT	0	240.00	240.00
40 E 530 2110 05 0000 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/BASKETBALL	BO	240.00	
188813	DORTON, DOUGLAS	06/24/2026	19	REF JUNE 2026 BASKETBALL TOURNAMENT	0	360.00	360.00
40 E 530 2110 05 0000 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/BASKETBALL	BO	360.00	
188814	GARCIA, JAIME	06/24/2026	8	REF JUNE 2026 BASKETBALL TOURNAMENT	0	660.00	660.00
40 E 530 2110 05 0000 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/BASKETBALL	BO	660.00	
188815	GARCIA, JORDAN	06/24/2026	4	REF JUNE 2026 BASKETBALL TOURNAMENT	0	660.00	660.00
40 E 530 2110 05 0000 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/BASKETBALL	BO	660.00	
188816	GOMEZ, SANTOS	06/24/2026	16	REF JUNE 2026 BASKETBALL TOURNAMENT	0	360.00	360.00
40 E 530 2110 05 0000 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/BASKETBALL	BO	360.00	
188817	HOLLIS, CHRISTOPHER N	06/24/2026	28	REF JUNE 2026 BASKETBALL TOURNAMENT	0	330.00	330.00
40 E 530 2110 05 0000 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/BASKETBALL	BO	330.00	
188818	INGALSBE, TONY	06/24/2026	6	REF JUNE 2026 BASKETBALL TOURNAMENT	0	270.00	270.00
40 E 530 2110 05 0000 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/BASKETBALL	BO	270.00	
188819	JANSKY, MICHAEL	06/24/2026	11	REF JUNE 2026 BASKETBALL TOURNAMENT	0	240.00	480.00
40 E 530 2110 05 0000 0000 0000 0000 0			Associated Student Body	Fund/Expenditures/BASKETBALL	BO	240.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			23	REF JUNE 2026 BASKETBALL TOURNAMENT	0	240.00	
40 E 530 2110 05 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/BASKETBALL	BO	240.00	
188820	JOLLY, JUSTIN	06/24/2026	30	REF JUNE 2026 BASKETBALL TOURNAMENT	0	210.00	210.00
40 E 530 2110 05 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/BASKETBALL	BO	210.00	
188821	JONES, CRAIG KENNETH	06/24/2026	7	REF JUNE 2026 BASKETBALL TOURNAMENT	0	360.00	360.00
40 E 530 2110 05 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/BASKETBALL	BO	360.00	
188822	LANG, DARRELL	06/24/2026	13	REF JUNE 2026 BASKETBALL TOURNAMENT	0	120.00	480.00
40 E 530 2110 05 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/BASKETBALL	BO	120.00	
			21	REF JUNE 2026 BASKETBALL TOURNAMENT	0	360.00	
40 E 530 2110 05 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/BASKETBALL	BO	360.00	
188823	MONCIVAIZ, NOEL DEJESUS	06/24/2026	20	REF JUNE 2026 BASKETBALL TOURNAMENT	0	660.00	660.00
40 E 530 2110 05 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/BASKETBALL	BO	660.00	
188824	PEROT, DEREK	06/24/2026	18	REF JUNE 2026 BASKETBALL TOURNAMENT	0	750.00	750.00
40 E 530 2110 05 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/BASKETBALL	BO	750.00	
188825	PHILLIPS, KILLIAN NICHOLAS THO	06/24/2026	25	REF JUNE 2026 BASKETBALL TOURNAMENT	0	120.00	120.00
40 E 530 2110 05 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/BASKETBALL	BO	120.00	
188826	RAMIREZ, RUBEN	06/24/2026	15	REF JUNE 2026 BASKETBALL TOURNAMENT	0	270.00	360.00
40 E 530 2110 05 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/BASKETBALL	BO	270.00	
			5	REF JUNE 2026 BASKETBALL TOURNAMENT	0	90.00	
40 E 530 2110 05 0000 0000 0000 0000 0	Associated Student Body			Fund/Expenditures/BASKETBALL	BO	90.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
188827	ROMERO, ELIAS MANUEL	06/24/2026	1	REF JUNE 2026 BASKETBALL TOURNAMENT	0	510.00	510.00
40 E 530 2110 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/BASKETBALL BO		510.00	
188828	SALAMANCA, ROBERTO	06/24/2026	14	REF JUNE 2026 BASKETBALL TOURNAMENT	0	660.00	660.00
40 E 530 2110 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/BASKETBALL BO		660.00	
188829	SAMBRANO, LUIS	06/24/2026	26	REF JUNE 2026 BASKETBALL TOURNAMENT	0	120.00	120.00
40 E 530 2110 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/BASKETBALL BO		120.00	
188830	SARMIENTO, KENNEDY	06/24/2026	10	REF JUNE 2026 BASKETBALL TOURNAMENT	0	780.00	780.00
40 E 530 2110 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/BASKETBALL BO		780.00	
188831	SECORD, KELCI	06/24/2026	9	REF JUNE 2026 BASKETBALL TOURNAMENT	0	120.00	120.00
40 E 530 2110 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/BASKETBALL BO		120.00	
188832	SIMPKINS, PAUL	06/24/2026	22	REF JUNE 2026 BASKETBALL TOURNAMENT	0	210.00	210.00
40 E 530 2110 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/BASKETBALL BO		210.00	
188833	SLADE, JAKE	06/24/2026	3	REF JUNE 2026 BASKETBALL TOURNAMENT	0	600.00	600.00
40 E 530 2110 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/BASKETBALL BO		600.00	
188834	TRAPPETT, KEITH	06/24/2026	12	REF JUNE 2026 BASKETBALL TOURNAMENT	0	300.00	300.00
40 E 530 2110 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/BASKETBALL BO		300.00	
188835	VAN BELLE, STORMEE J	06/24/2026	29	REF JUNE 2026 BASKETBALL TOURNAMENT	0	180.00	180.00
40 E 530 2110 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/BASKETBALL BO		180.00	
188836	WAISHWELL, ASHLEY	06/24/2026	17	REF JUNE 2026 BASKETBALL TOURNAMENT	0	390.00	390.00
40 E 530 2110 05 0000 0000 0000 0000 0				Associated Student Body Fund/Expenditures/BASKETBALL BO		390.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
			27	Computer	Check(s) For a Total of		10,860.00

Coversheet

Interlocal Agreements with Sunnyside School District

Section: VI. Action Items
Item: B. Interlocal Agreements with Sunnyside School District
Purpose:
Submitted by:
Related Material: 2026-06-24 Board Packet Cover Sunnyside School District.docx.pdf
Interlocal Agreements with Sunnyside.pdf

BOARD PACKET

TO: Board of Directors
SUBJECT: Interlocal Agreements with Sunnyside School District
AGENDA: Action
DATE: June 24, 2026
PREPARED BY: Dr. Jennifer Allen, Director of Special Services

Background/Information:

To ensure the provision of a Free Appropriate Public Education (FAPE) for students with low-incidence needs, we are requesting approval to enter into two interlocal agreements with Sunnyside School District for specialized services for students who are deaf or hard of hearing (DHH). At this time, Prosser School District does not have the internal capacity or specialized programming necessary to meet the unique communication and instructional needs of these students.

Sunnyside School District operates a regional deaf education program with qualified staff and appropriate supports, including specialized instruction and services aligned to student IEPs. These agreements allow identified students to access high-quality programming in a setting designed to support language development and academic progress, while ensuring compliance with IDEA and OSPI requirements.

Preschool Student Services:	\$30,000
Kindergarten Student Services:	<u>\$56,170</u>
Total Cost:	\$86,170

Recommendation:

I recommend approval of the attached interlocal agreements with Sunnyside School District for the 2026–2027 school year.

Interlocal Agreement-Special Education Services

This Agreement is entered into by and between the Sunnyside School District No. 201, herein after referred to as “Sunnyside” and Prosser School District No. 116, herein after referred to as “Prosser”.

In consideration of the mutual benefits to be derived by each party pursuant to the terms and conditions hereinafter set forth, it is agreed as follows:

Term of Agreement

This agreement shall be effective August 28, 2026 to June 15, 2027.

Duties of Sunnyside

Sunnyside agrees to provide basic education and special education services as outlined in the current Individual Education Plan (IEP) for 1 Preschool student;

Sunnyside agrees to invoice Prosser semi-annually, but no later than July 2027 for the services provided

Sunnyside will report the student on their enrollment report to OSPI, counting the Basic Education full time equivalent (FTE).

Duties of Prosser

Prosser agrees to release the student to attend Sunnyside for the remainder of the 2026-2027 school year.

Prosser agrees to transport the student to and from the designated school located in Sunnyside.

Prosser agrees to pay Sunnyside \$30,000.00 for the cost of services provided. In the event the student transfers out of Prosser school district, the contract will be terminated and pro-rated up to the student's withdrawal date.

Prosser will report the student on their enrollment report to OSPI, counting the Special Education full time equivalent (FTE).

Prosser certifies that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

Waiver and Severability

No provision of this agreement, or the right to receive reasonable performance of any act called for by its terms, shall be deemed waived of a breach therefore as to a particular transaction or occurrence.

The parties acknowledge that they have read and understand this agreement and agree with the terms and conditions. The parties further agree that this agreement constitutes the entire agreement between the parties and supersedes all communications, written or oral, related to the subject matter of this agreement. This agreement may be modified or amended in writing with the mutual consent of the parties.

Sunnyside School District No. 201

Prosser School District No. 116

By _____
Cody Gardiner, Director of Special Services

Dr. Jennifer Allen, Director of Special Services

Date _____

Date _____

Interlocal Agreement-Special Education Services

This Agreement is entered into by and between the Sunnyside School District No. 201, herein after referred to as “Sunnyside” and Prosser School District No. 116, herein after referred to as “Prosser”.

In consideration of the mutual benefits to be derived by each party pursuant to the terms and conditions hereinafter set forth, it is agreed as follows:

Term of Agreement

This agreement shall be effective August 28, 2026 to June 15, 2027.

Duties of Sunnyside

Sunnyside agrees to provide basic education and special education services as outlined in the current Individual Education Plan (IEP) for 1 Kindergarten student;

Sunnyside agrees to invoice Prosser semi-annually, but no later than July 2027 for the services provided

Sunnyside will report the student on their enrollment report to OSPI, counting the Basic Education full time equivalent (FTE).

Duties of Prosser

Prosser agrees to release the student to attend Sunnyside for the remainder of the 2026-2027 school year.

Prosser agrees to transport the student to and from the designated school located in Sunnyside.

Prosser agrees to pay Sunnyside \$56,170.00 for the cost of services provided. In the event the student transfers out of Prosser school district, the contract will be terminated and pro-rated up to the student's withdrawal date.

Prosser will report the student on their enrollment report to OSPI, counting the Special Education full time equivalent (FTE).

Prosser certifies that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

Waiver and Severability

No provision of this agreement, or the right to receive reasonable performance of any act called for by its terms, shall be deemed waived of a breach therefore as to a particular transaction or occurrence.

The parties acknowledge that they have read and understand this agreement and agree with the terms and conditions. The parties further agree that this agreement constitutes the entire agreement between the parties and supersedes all communications, written or oral, related to the subject matter of this agreement. This agreement may be modified or amended in writing with the mutual consent of the parties.

Sunnyside School District No. 201

Prosser School District No. 116

By _____
Cody Gardiner, Director of Special Services

Dr. Jennifer Allen, Director of Special Services

Date _____

Date _____

Coversheet

Approval of 2026/2027 School Improvement Plans

Section: VI. Action Items
Item: C. Approval of 2026/2027 School Improvement Plans
Purpose:
Submitted by:
Related Material: Prosser High School School Improvement Plan 26-27.pdf
2627 SIP Plan2 HMS.pdf
2026-27-school-improvement-plan Heights.pdf
KRV 2026-27-school-improvement-plan.pdf
2026-27 SIP-WHIT.pdf

OSPI School Improvement Plan 2026–2027

Consolidated School Improvement Plan Title I, Part A, Schoolwide, Title I, Part A Targeted Assistance, and School Improvement	
Section 1: Building Data	
1a. Building: Prosser High School	1g. Grade Span: 9-12 School Type: Comprehensive High School
1b. Principal: Bryan S. Bailey	1h. Building Enrollment: 820
1c. District: Prosser School District	1i. F/R Percentage: 65.3%
1d. Board Approval Date: TBD	1j. Special Education Percentage: 11.6%
1e. Plan Date: 2026-27 School Year	1k. English Learner Percentage: 17.9%
1f. Please select your school's Washington School Improvement Framework (WSIF) Support Status by clicking "choose an item" below: Targeted 1-2	

Section: Building Leadership Team Members		
Bryan Bailey, Principal	David Funk, Assistant Principal	Richard Follett, CTE Director
Kasey Blair, AVID Site Coordinator	Meghan Van De Graaf, Science Teacher	Nicholas Popelier, Science Teacher
Jason Crook, Math Teacher	Michelle Hall, English Language Arts Teacher	Jennie Colgan, Counselor
Nirmal Joshi, Social Studies Teacher	Christopher Aiken, Math Teacher	

Section 3: Vision Statement
<p>Mission Statement:</p> <p>It is the mission of Prosser High School to provide a safe, caring, and engaging learning environment that will equip all students with the skills necessary for a productive post-secondary future.</p> <p>Vision for Students:</p> <p>Every student is engaged in meaningful, rigorous content, without learning barriers.</p> <ul style="list-style-type: none"> • Students understand what is required of them. • Students think about the task in which they are engaged. • Students reflect on the process of their learning. • Students collaborate with stakeholders throughout the process of their learning.

Section 4: PLAN/NEEDS ASSESSMENT

Prosser High School is the only comprehensive high school in Prosser, WA. PHS serves 820 students in grades nine through twelve. Within the comprehensive high school, we provide students access to special education services, credit retrieval opportunities, “honors” courses, and many Advanced Placement and College in the High School classes. Off site, Prosser School District provides access to Running Start and Tri-Tech for students whose interests cannot be met on campus, as well as an alternative setting online learning environment through Graduation Alliance. PHS provides para-educator support to special education students and bilingual students in the general education setting and have taken significant steps toward an inclusion model by implementing co-teaching classes and co-planning preparatory periods.

Prosser High School recognizes and adheres to federal, state, and district guidelines and requirements. We gather input and engage staff in year-round decision making through a variety of methods, including: Building Leadership Team meetings, Professional Learning Networks, meetings with consultants in the Math Department, Positive Behavior Intervention Support (PBIS) Team meetings, department meetings, and support staff development and implementation.

Prosser School District has helped facilitate educator growth in our efforts to become data rich by placing an emphasis on data collection, interpretation and discussion through Professional Learning Communities. Prosser High School began implementing strategies learned at the conference with our staff and focus our data collection this year to include improved smart goals and specific data points chosen by teachers and implemented in an advisory period. Our building has decided to focus on areas of need by creating focus groups, called PLC+ groups, dedicated to becoming data driven in those specific areas. We have also focused our work on Freshman Success and dedicate PD time to that goal.

Quantitative and qualitative data is collected as a means of engaging in a needs assessment to better understand the learning needs of our students and community. The data collected can provide an accurate and thorough view of the entire school, grades 9-12. As we compile more data and begin the process of review, our skills in analysis have begun to re-shape the culture of discourse we hope for at PHS. We want to become more data driven, making systematic changes when needed, based on accurate data collected over time.

Data collection items include:

- Smarter Balanced Assessment Consortium
- WIDA (Testing completed, scores not reported on OSPI)
- STAMP Test
- Building and classroom assessment data
- Credit Recovery Data
- Class Failure Rates
- Parent Surveys
- Staff input on Master Scheduling
- Staff involvement on school commitments
- PLN/SITE Team Meetings
- Attendance Data
- Discipline Data
- Reflection on School Improvement Plan progress
- Early Warning System (Skyward)

Prosser High School 2025-26

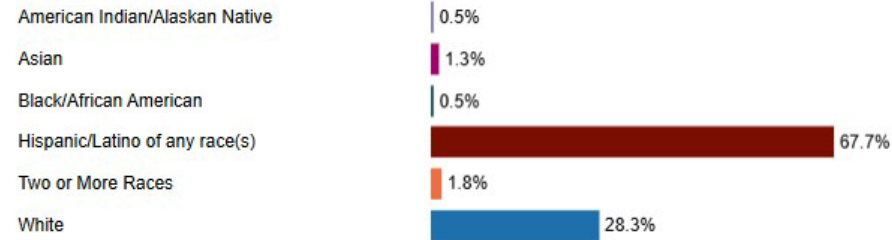
Total Student Enrollment

835

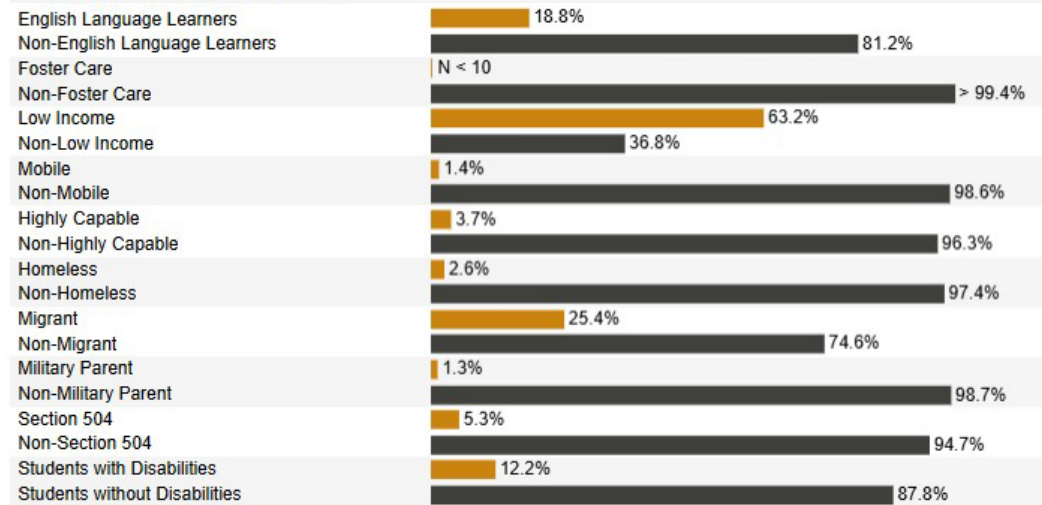
Gender



Race/Ethnicity



Program and Characteristic



Summary:

Prosser High School graduation rate has remained relatively strong, hovering around the low 90-percent range. We believe we have established systems that help students remain engaged, earn credits, and complete graduation requirements. While state assessment results reveal academic challenges, especially in mathematics, we have been effective at retaining students and helping them persist through high school. Graduation is often the culmination of individual student decisions, and the data suggest that many students at Prosser are successfully navigating those decisions through their senior year.

One of the most encouraging indicators associated with schools that maintain strong graduation rates is our ability to keep freshmen "on track" during the critical first year of high school. Washington's Ninth Grade Success framework defines students as on track when they successfully earn credit for all courses attempted during ninth grade. Students who finish freshman year on track are dramatically more likely to graduate within four years.

For Prosser, the central question is not simply whether students graduate, but whether enough students are establishing academic momentum during their freshman year to support later success. The school's graduation outcomes suggest that many students are successfully making this transition, but achievement data indicate that some students may be earning credits without consistently demonstrating mastery of state academic standards. We have worked diligently in this area with the help of outside consultants to bolster achievement in our Freshman class. This is a continued area of growth for Prosser High School

Reading and English Language Arts outcomes are moderate relative to statewide expectations. Student performance indicates that a substantial portion of students are meeting standards, but there remains a sizeable group that enters or progresses through high school without achieving full proficiency. This is particularly important for freshmen because literacy skills influence success across nearly every content area, including science, social studies, and career and technical education courses.

Mathematics remains the most significant academic concern. Proficiency rates lag well behind desired levels and likely represent the greatest obstacle to improving overall student readiness for postsecondary education and careers. Because Algebra I and other introductory high school mathematics courses are often taken during ninth grade, freshman math performance may serve as an early warning indicator for future academic risk. Students who struggle in freshman math frequently experience difficulties accumulating credits and accessing advanced coursework later in high school.

Prosser serves a student population that includes significant numbers of multilingual learners and Hispanic/Latino students. Statewide data consistently show that multilingual learners experience some of the lowest Ninth Grade On Track rates among all student groups and PHS is no different. We are working to implement MTSS measures we believe will help specifically with our multilingual learners. For Prosser, this means that freshman success initiatives should be viewed not only as academic interventions but also as equity strategies. Effective support for multilingual learners during ninth grade has the potential to improve both graduation outcomes and academic achievement over time.

If one were to identify the highest-leverage improvement strategy for Prosser High School, it would likely be the development of a comprehensive Freshman Success framework. State and national research consistently demonstrate that investments in ninth grade generate some of the largest returns in graduation and achievement outcomes. Schools implementing structured freshman success systems have seen measurable improvements in credit attainment and graduation rates.

Such a framework would focus on:

- Early identification of students showing signs of academic risk.
- Monitoring attendance, behavior, and course performance on a weekly basis.
- Providing timely intervention before students fail courses.
- Strengthening relationships between freshmen and trusted adults.
- Creating coordinated support teams that include teachers, counselors, intervention specialists, and families.
- Providing targeted support in Algebra and English courses, where freshman failures most commonly occur.

Prosser High School is a school with strong student persistence and commendable graduation outcomes, but one that has not yet translated those strengths into consistently high academic achievement. The data suggest that the school's next stage of improvement should focus less on graduation itself and more on ensuring that students—particularly freshmen—build the academic skills and credit momentum necessary for long-term success.

In many ways, the school's future performance may be determined by what happens during the first year of high school. If Prosser can increase the percentage of freshmen who successfully complete all attempted credits, especially among multilingual learners and students struggling in mathematics, it is likely to see gains not only in graduation rates but also in assessment performance, college readiness indicators, and postsecondary success. Freshman success is not simply another metric; it is the leading indicator that connects nearly every desired outcome in the high school improvement process.

Building data

Please provide your school district and building name below.

School District: Prosser School District
Building Name: Prosser High School
Date:

Instructions:

Using the tables below, identify your highest priority school improvement goals and activities for SY 2022–23. Please refer to the OSSI SY 2022–2023 School Improvement Plan Implementation Guide for more details and examples of SMARTIE Goals, short- and long-term data sources that may be used in the “Measures” column for support, and other helpful planning aids. 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?

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?

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 equal 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: 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 appropriate Components.

(Template continues on next page)

SY 2026-27 SMARTIE Goal #1: 90% of PHS Students will graduate on time.

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #1: answer all prompts in each column for each activity described.

Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	<i>What was/ is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>
Develop and strengthen a Multi-Tiered System of Intervention focused on Tier 1	2026-27 School Year with review at the end of each trimester	Bryan Bailey, Building Intervention Team, Student Success Team	Student Success Team Referrals and Conferencing Process	SST Referral Data, Failure Rates
Continued support of Credit Recovery	On-going with review at the end of each school year.	Bryan Bailey, David Funk, Counseling Team, Albert Flores	PASS Packet, Graduation Alliance	Completion rates
Create and implement "Early Identification System"	Ongoing during 2026-27 School year, with regular reviews at each grade report date	Counseling Team, Freshman Success Team	Professional Development through "Washington Center for High School Success" coach Molly Lawson,	Grade reports, Failure Rates
Communication of Graduation Pathways	2026-27 school year	Counseling Team, Bryan Bailey, Rick Follett	N/A	Document Creation and student data entry in Skyward
PLC+	Ongoing	Bryan Bailey, David Funk	PD with Christine Clem, Team Meetings	Creation/implementation/monitoring SMARTIE Goals within groups

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

1. Click or tap here to enter text.

2. Click or tap here to enter text.

SY 2026–2027 SMARTIE Goal #2: 80% of 9th graders will end the school year with 6.5 credits and pass all core classes.

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #2: answer all prompts in each column for each activity described.

Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</i>	<i>What was/ is the projected length of time of this activity?</i> <i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i> <i>Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>
Content area PLCs will establish, monitor and publish a SMARTIE goal based on individual students data to address student achievement each trimester	Review at the completion of each Trimester with data checkpoint along the way to be completed during content area PLCs.	Bryan Bailey, Building Intervention Team, Student Success Team	Student Success Team Referrals and Conferencing Process	Department results on SMARTIE goals, Pass Rates
Continued support of Credit Recovery	On-going with review at the end of each school year	Bryan Bailey, David Funk, Counseling Team, Albert Flores	PASS Packet, Graduation Alliance	Completion rates
Create and implement "Early Identification System"	Ongoing during 2026-27 School year, with regular reviews at each grade report date	Counseling Team, Freshman Success Team	Professional Development through "Washington Center for High School Success" coach Molly Lawson	Grade reports, Pass Rates
Progress Monitoring Checklist	Create and implement a Progress Checklist for struggling students	David Funk	Professional Development through "Washington Center for High School Success" coach Molly Lawson	Weekly Monitoring
Failure List Weekly Update	Send failure list to teaching staff weekly	Bryan Bailey, David Funk, Anika Schroeder	Skyward	Failure Rates
Mustang Alert	Re-implement during 26-27 school year	Bryan Bailey, David Funk	MTSS, BIT	Identify struggling students

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

SY 2026–2027 SMARTIE Goal #3: Average Daily Attendance will increase to 95% in 2026-27 school year and will increase Regular Attendance Rate 1% each Semester.

Instructions: Use the empty rows in the table below to detail activities supporting your SMARTIE Goal #3: answer all prompts in each column for each activity described.

Activities	Timeframe	Lead	Resources	Measures
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What was/ is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>
September Awareness Month	Month of September	David Funk	Click or tap here to enter text.	Communications to stakeholders
Student Recognition for Perfect Attendance	End of each trimester	Kasey Blair, Athena Sartin	Community Relations/Reward development	Number of students with perfect attendance each trimester
Absence Awareness Letters	Ongoing, every three weeks	David Funk		Number of
Truancy Board	Ongoing	David Funk	Community awareness/involvement	Number of student referrals to board
Student Success Team	Ongoing, meet every other Wednesday as needed	Bryan Bailey		Number of referrals to counseling, number of referrals that require SST meeting

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

SY 2026-27 SMARTIE Goal #4: 80% of all 11th grade students will achieve the high school graduation cut score in ELA by the Spring of 2025 on the Smarter Balanced Assessment (SBA).

Activities	Timeframe	Lead	Resources	Measures
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What was/ is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>
Continue Implementation of Curriculum	Adopted Savvas: My Perspectives Focus on implementation of Eng 4	Bryan Bailey, Michelle Hall (ELA Dept. Chair)	PLN meetings	Common Assessment Data
Administer Savvas diagnostic for growth measures	Beginning of Tri 1 and at end of each trimester	ELA Teachers	My Perspectives Platform	test data from each attempt

Administer formative common assessments on vocabulary	Ongoing	ELA Teachers	Vocab.com	test data from each attempt
Data Driven PLN	Ongoing	Bryan Bailey, Michelle Hall	Savvas implementation assessment data, Vocabulary.com	Assessment score increase, data comparison within department

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

SY 2026-27 SMARTIE Goal #5: 75% of all 11th grade students will achieve the high school graduation cut score in Math by the Spring of 2026 on the Smarter Balanced Assessment (SBA).

Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal? Who, specifically, will benefit from this practice/activity?</i>	<i>What was/ is the projected length of time of this activity? When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>
Write and administer common assessments, rubric, and grading practices	Ongoing in Professional Learning Networks. Review next unit complete prior to the end of current unit of study.	David Funk, Math Team	PLN meetings	Common Assessments, Monitoring through walk-throughs, PLN Minutes
Research possible diagnostic/intervention options for struggling students: ALEKS, MAPS	Ongoing	Math Teachers	PLN time	Recommendations, Piloting
Data Driven PLN	Ongoing	David Funk, Math Team	SBA Platform Training	Assessment score increase, data comparison with SBA
Instructional Coaching	Ongoing (10 Meetings)	David Funk, Kris Lindeblad (Agile Mind)	Agile Mind	Minutes from PLN meetings, SBA Interim improvement, SBA improvement scores

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Click or tap here to enter text.

2. Click or tap here to enter text.

SY 2026–2027 SMARTIE Goal #6: English Language Learners will grow one level in 2 of 4 domains by 2026 as measured the WIDA

Activities	Timeframe	Lead	Resources	Measures
<p><i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i></p> <p><i>Who, specifically, will benefit from this practice/activity?</i></p>	<p><i>What was/ is the projected length of time of this activity?</i></p> <p><i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i></p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i></p> <p><i>Who else will be involved?</i></p>	<p><i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i></p>	<p><i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i></p>
<p>All Level 1 & 2 students in the bilingual program will receive language support through the ELL support classes or Excel classes.</p>	<p>Ongoing, Review placement at each trimester and upon completion of WIDA</p>	<p>Bryan Bailey, Albert Flores, Quinn Martin, Kevin Gilman</p>	<p>Excel training through ELD</p>	<p>The number of EL 1 and EL2 students in the program compared to the overall number of ELD students.</p>
<p>Level 3 & 4 students will receive support through inclusion classes</p>	<p>Ongoing</p>	<p>Bryan Bailey, Albert Flores, Quinn Martin, Kevin Gilman</p>	<p>Co-Teaching PD, Co-Planning PD</p>	<p>Number of EL receiving support through co-planning</p>

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

1. Click or tap here to enter text.

2. Click or tap here to enter text.

SY 2025–2026 SMARTIE Goal #7: 80% of all students will complete at least one dual credit course and earn college credit by the class of 2027 as measured by dual credit student percentage.

Activities	Timeframe	Lead	Resources	Measures
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<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i>	<i>What was/ is the projected length of time of this activity?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>
<i>Who, specifically, will benefit from this practice/activity?</i>	<i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who else will be involved?</i>		
Maintain dual credit opportunities in master schedule	Master Scheduling	Bryan Bailey, Rick Follett, Counseling Team	Curriculum, materials, PD for CiHS staff	Number of CiHS offerings
Clearly define and communicate the procedure for enrolling in dual credit classes and communications to students and their families.	Ongoing	Counseling Team	Master Scheduling timeline	Communications with stakeholders
Recruiting additional students into dual credit classes	Ongoing	Counseling, Teachers	Counseling sessions/visits to Mustang Period	
College in the High School/Dual Credit Fair/Career Fair	S1	Erika Alvarez, Bryan Bailey	Time, Space, Personnel	Number of students and parents in attendance

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

SY 2026–2027 SMARTIE Goal #8: 100% of PHS teachers will exhibit regular use of AVID Schoolwide Writing and Organization strategies.

Activities	Timeframe	Lead	Resources	Measures
<i>What evidenced-based practice(s) will you implement in order to have impact toward achieving this goal?</i>	<i>What was/ is the projected length of time of this activity?</i>	<i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity?</i>	<i>What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?</i>	<i>What short- and long-term data will be collected to measure the impact of student learning from and outcomes of this activity for the specific students named in your SMARTIE Goal?</i>
<i>Who, specifically, will benefit from this practice/activity?</i>	<i>When or how often (please be as specific as possible) will progress be monitored or data reviewed?</i>	<i>Who else will be involved?</i>		

All teachers will routinely utilize WICOR strategies to increase engagement and rigor for all students	Ongoing	Kasey Blair, Admin Team	Walk-throughs, PD on WICOR, Model WICOR strategies during staff meetings	Data from walk-throughs
Create and implement "Community of Practice" schedules, partnered with PLNs.	Ongoing	Kasey Blair, Bryan Bailey, BLT	Wednesday Calendar, PD	Data from walk-throughs
Embrace and support the school's mission and vision.	Ongoing	Bryan Bailey	Commitment in staff meetings, PD	Data from walk-throughs
All students participate in enrichment activities to deepen understanding of post-secondary opportunities.	Ongoing	Kasey Blair	WICOR PD, Student Success Portfolio, Pathways for HSBP, College/career fair, Financial Aid Night	Data from walk-throughs
Bi-weekly focus on WICOR strategies at staff meetings	Ongoing	Kasey Blair	WICOR PD, Online AVID tools	Data from walk throughs
Teachers will routinely help students with organization in classrooms	Ongoing	Kasey Blair, Admin Team	Organization supplies (folders, journals, dividers)	Data from walk throughs

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.
1. Click or tap here to enter text.
2. Click or tap here to enter text.

OSPI School Improvement Plan 2026-27

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

Additional Guidance:

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

Section 1: Building and District data

<p>Building Name: Housel Middle School</p>	<p>Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If yes, which one(s)? (Note each school with a school code must submit a separate School Improvement Plan): NA</p>
<p>School Code: 2906</p>	<p>Grade Span: 6-8</p> <p>School Type: Middle School</p>
<p>Principal: Michael Denny</p>	<p>Building Enrollment: 511</p>

School District: Prosser School District	F/R Percentage: 73.4 (25-26)
Board Approval Date: June 24, 2026	Special Education Percentage: 19.9% (25-26)
Plan Date: Click or tap here to enter text.	English Learner Percentage: 30.7% (25-26)
Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status: Tier 3: Compounded	

Vision and Mission Statement

Mission:

At Housel Middle School we are committed to a culture of learning.

Vision:

At Housel Middle School we envision a thriving educational community where every student is empowered, engaged, and inspired to reach their full potential.

Values:

We believe all students can learn at high levels.

We believe a collaborative culture drives success.

We believe that learning is the fundamental purpose of our school.

We believe in a results-driven mindset.

We believe in a culture of continuous improvement.

We believe in building meaningful relationships.

School Leadership Team Members and Family-Community Partners

List by (Name, Title/Role)

Michael Denny -Principal – Leadership Team	Kristal Cole – Assistant Principal – Leadership Team
Wendy Rodriguez - Instructional Coach – Leadership Team	Jeff Appelgate – History/Leadership Teacher – Leadership Team
Jessica Huntington - Math Teacher - Leadership Team	Kathleen Woolcutt – ELA Teacher – Leadership Team
Amanda Johnson – Counselor – Leadership Team	Kevin Greager – History Teacher – Leadership Team
Kevin Cole – Physical Education Teacher – Leadership Team	Michael Harris – Science Teacher - Leadership Team

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.

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

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: Tier 3 Compounded

WSIF Data Measures	2023 WSIF Cycle Data	2024 WSIF Annual Data	2025 WSIF Annual Data
Comprehensive (All Student Group)	2.85	3.35	3.40
Comprehensive Graduation Rate			
Student Group			
American Indian/Alaska Native			
Asian			8.85
Black/African American			
Hawaiian/Other Pacific Islander			
Hispanic/Latino	2.50	2.25	3.13
Two or more races	5.38	6.00	6.58
White	3.63	4.75	5.30
English Learner	1.10	1.43	1.75
Low Income	2.65	2.95	3.00
Special Education	1.28	1.28	1.33

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?

Data from multiple sources, including the most recent WSIF information, indicates HMS is trending in the right direction as noted by:

Based on the WSIF framework, the results of the 2025 SBA demonstrated strengths in:

- Growth was noted in all groups (All Students, Asian, Hispanic/Latino, Two or More Races, White, English Language Learners, Low-Income, and Students with Disabilities).
- Math Median SPG for Hispanic and White (2 Decile Improvement)
- Regular Attendance Rate for Two or More Races (2 Decile Improvement)
- No negative changes to decile scores in any identification group.
- Initial data indicates over 50% of identified emergency cohort students showed “stretch growth” on the 2026 SBA in both English Language Arts and Mathematics.

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

Housel Middle School continues to have SBA growth and achievement scores in Reading and Math that are below expectations for our students in the following groups: English Language Learners and Students with Disabilities. These areas have been previously identified as an area of improvement in previous SIP plans. Results from the 2025 SBA indicate growth for both Math and ELA for English Language Learners and Students with Disabilities, while the achievement scores are well below peers.

3. What disproportionalities exist among student groups?

Students with Disabilities and English Language Learners are performing below their same age peers in Reading and Math.

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

We have identified the following root causes of our disproportionalities among student groups:

- Most students that enter Housel Middle School are performing below standard in both Reading and Math.
- Most students with disabilities that enter Housel Middle School are performing below standard in Reading and Math.
- Most students in the bilingual program score below proficiency on the WIDA suggesting low language acquisition.
- Tier 1 instruction does not support all students.
- We do not have a system that responds to the learning needs of students in a timely and effective manner.
- Intervention programs/instruction/support are not available to students who are not benefiting from Core instruction in Math, History, or Science.

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

We believe that improving Tier 1/Core instruction will improve outcomes for all students.

We believe that improving our response to students who are not meeting standard will support all students, especially Students with Disabilities and English Language Learners.

6. How do identified needs impact each other?

Many of our students qualify for special education while also being identified as English Language Learners. Improved instruction and response to student success/failure with appropriate interventions and extensions will support all students including Students with Disabilities and English Language Learners.

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

Short Term Goals:

- Intentional master scheduling to maximize dwindling program supports.
- Para-support to identified students.
- Student assessment at beginning of year to set baseline for progress monitoring.

Long Term Goals:

- Adjust and develop PLC/Critical Friend Group process to the new schedules with limited time and structure.
- Implement MTSS process district/building.
- Improve Core instruction.
- Provide immediate and targeted instruction and supports for struggling students.
- Improve implementation and access to Tier 1 instruction in their classroom.

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

Fall LINKIT academic assessments to identify, plan for, and support students performing below standard.

Provide teachers the time and processes necessary to support struggling students (time in PLC, before school, and during the work week).

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

This year we will be exploring the connection between LINKIT, IRLA, and common assessment data to predict success on the Smarter Balanced Assessment. This would improve our ability to identify, monitor and support struggling students.

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.

There are approximately 160 Multilingual Learners at Housel Middle School in the 2025-26 school year. Multilingual learners are identified as one of two student groups who are currently performing below the Cycle 3 identification threshold.

A select few of the 161 students were part of a "Dual Language" program in grades K-5 but when they transition to HMS there is limited, and in some cases, no language support for identified students. Housel Middle School only had a "Spanish History" class to support a handful of students each year and the results on the WIDA and SBA show mixed results on their assessment scores.

We believe that our work around Thinking Maps and Professional Learning Communities will begin to support instructional strategies and academic needs for all of our students, including our Multilingual Students and Students with Disabilities..

We have three ½ time para educators that are assigned to our "newcomers" so all other identified ELL students go without supplemental support in the general and special education programs.

We do not have a newcomer program at HMS. Students new to PSD and US are placed in general education classes, grouped with students with similar strengths and challenges, and receive limited para support during the day.

Students with disabilities will be receiving core instruction and Reading and Math for the second year in addition to their instruction and support related to their IEP goals and objectives.

Lack of targeted interventions and extensions for Mathematics. Math teachers will be moving from a double period block to a single period this year. This would cut their instructional time in half compared to previous school years. The Math curriculum provides a Tier 1 "core" instruction but does not provide a targeted intervention for students not meeting standard.

There is a lack of updated curriculum for History and Science.

Loss of ½ time counselor support for our students needing SEL support.

Loss of PLC time due to district restructuring of secondary schedule and staffing.

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: Improve core instruction in all academic areas for all students including our student groups that are furthest from education equity – Students with Disabilities and English Language Learners.

Priority #2: Provide timely and targeted interventions and support to students that are not meeting standards in Reading and Math.

Priority #3: Implementation of Vocabulary IRLA support and Thinking Maps to support all students, including our English Language Learners.

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: 75% of Emergency Cohort students as identified by the Spring 2026 ELA SBA will show stretch growth by the spring 2027 ELA SBA.

*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 mid-year we will know if we are likely to reach our goal by looking at IRLA data. If we are trending toward 75% of emergency students 0.1 or higher growth monthly, we will consider our students on track to meeting this goal.

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

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

<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 2026-27 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.</p>
<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>Routinely use a set of comprehension-building practices to help students make sense of text through focus on vocabulary and</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>We will collect winter and spring diagnostic data in vocabulary with data disaggregated for students with disabilities and multilingual learners.</p> <p>Use of a common formative assessment created by teachers to monitor student progress toward goals.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>ELA Teachers and Instructional Leadership Team</p> <p><i>When will this EBI occur?</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>	<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>language usage. (Strong Level of Evidence)</p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>Develop an assessment to monitor our progress around vocabulary development in students. Time for teachers to review student data and make instructional adjustments.</p> <p>What student groups will benefit and why?</p> <p>We believe all students will benefit from this practice, but particularly those students furthest from academic equity including Students with Disabilities and Multilingual Learners. Addressing Vocabulary will help students by directly impacting their ability to comprehend rather than just</p>	<p>Teachers will also need to use School Pace data to set, monitor, and adjust vocabulary goals for each identified student.</p> <p>How will the impact on equitable learning or behavior change be measured?</p> <p>We will be looking for an impact on equitable learning and behavior change through 1.) Monitoring of the setting/monitoring/changing of IRLA toolkit vocabulary power goals.</p> <p>2.) Meeting with identified students to work on their power goals twice weekly.</p>	<p>Throughout the 2026-2027 school year.</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>ILT will review IRLA data weekly to make sure teachers meet with their identified students weekly.</p> <p>ILT will review IRLA data every two weeks to ensure individual student power goals are adjusted on due dates with goals centered</p>		
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<p>decoding text which will increase fluency.</p>		<p>around vocabulary. The ILT will monitor end of semester and end of year progress through the LINKIT schoolwide assessment.</p>		
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SY 2026-2027 SMARTIE Goal #2: 75% of Emergency Cohort students as identified by the Spring 2026 Math SBA will show stretch growth by the spring 2027 Math SBA.

*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 we will know if we are likely to reach our goal because we will be monitoring growth made on interim assessments aligned to curriculum units. We will also be able to see if students are demonstrating a half year of growth using data from the Winter LINKIT assessment.

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 (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.</u>	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> <p>Housel Middle School will implement Critical Friends Groups. (Moderate to Promising).</p> <p><i>What resources will be used for implementation? (For example,</i></p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Students' pre-assessment and post-assessment scores.</p> <p>Mid-year LINKIT progress</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>The building's Instructional Leadership Team.</p> <p><i>When will this EBI occur?</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>	<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>professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Teachers will need time to align interim assessments to units of study. Teachers will need time to set goals based on pre-assessment data. Teachers will need time to plan interventions based on the assessment data.</p> <p><i>What student groups will benefit and why?</i></p> <p>Students will improve their ability to demonstrate grade level standards, increasing their overall scores. Students furthest from proficiency (Students with disabilities and Multilingual Learners) will gain the most.</p>	<p>monitoring scores.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>We will be looking for an impact on equitable learning and behavior change through</p> <ol style="list-style-type: none"> 1. increased teacher efficacy in the PDSA cycle 2. Teachers will be better able to increase in differentiated instruction and adjust instructional practices. 	<p>The ILT will monitor PSDA protocols with a rubric every two weeks until 75% implementation at which point evaluation will be monthly.</p> <p>Teachers will chart their data around their goal and if they are meeting an appropriately developed goal. The ILT will monitor monthly goal writing and monitoring monthly.</p> <p><i>When or how often will progress be monitored or data reviewed?</i></p>		
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		<p><i>Be as specific as possible.</i></p> <p>Mid-Year and End of Year assessments (LINKIT) will be monitored by the ILT and Math Teachers.</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.

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

<p>Building Name: Heights Elementary School</p>	<p>Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If yes, which one(s)? (Note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.</p>
<p>School Code: Click or tap here to enter text.</p>	<p>Grade Span: Grades 3-5</p> <p>School Type: Elementary School</p>
<p>Principal: Jodi Sabin</p>	<p>Building Enrollment: 408</p>

School District: Prosser School District	F/R Percentage: 70.3%
Board Approval Date: Click or tap here to enter text.	Special Education Percentage: 14%
Plan Date: 2026-2027 School Year	English Learner Percentage: 32.9%
Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status: Tier 3+ Plus	

Vision and Mission Statement

Heights Elementary School Mission Statement:

Prosser Heights Elementary School is committed to a culture of learning where all students feel safe, achieve academic and social-emotional success, and are prepared for their future in the local and global communities.

Heights Elementary School Vision Statement:

We believe that the most promising strategy for achieving the mission of our school is to collaborate on data to improve classroom environment and learning.

We envision a school in which staff:

- Enjoy working together to problem solve
- Are compassionate to each other and the students
- Believe in our students' abilities to be successful and the staff's ability to teach
- Supports each other
- Has a growth mindset
- Collaborate on data across grade levels and subjects
- Sets high expectations

School Leadership Team Members and Family-Community Partners

Name	Role	Title (if applicable)
Kaylee Haberman Rachel Gossett Sydney Charvet Enya Quilantan Justin Fields Alyssa Cox Khristyne Means Marrie Somers Parent-TBD Parent-TBD	3 rd Grade Teacher 4 th Grade Teacher 5 th Grade Teacher 3 rd Grade Dual Language Teacher School Psychologist School Counselor Gifted Teacher Instructional Coach	3 rd Grade Representative 4 th Grade Representative 5 th Grade Representative Dual Language Representative Special Education Representative Specialist Representative Interventionists Instructional Coach

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: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

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

2023 WSIF Cycle 3 Identification: Tier 3 Plus Comprehensive

WSIF Data Measures	2023 WSIF Cycle Data	2024 WSIF Annual Data	2025 WSIF Annual Data
Comprehensive (All Student Group)	2.95	3.95	4.0
Comprehensive Graduation Rate	n/a	n/a	n/a
Student Group			
American Indian/Alaska Native	n/a	n/a	n/a
Asian	n/a	n/a	n/a
Black/African American	n/a	n/a	n/a
Hawaiian/Other Pacific Islander	n/a	n/a	n/a
Hispanic/Latino	2.15	3.23	3.25
Two or more races	n/a	n/a	7.45
White	4.25	4.03	4.75
English Learner	1.53	3.13	3.1
Low Income	2.15	3.7	3.13
Special Education	1.63	2.4	2.4

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?

1. Strong growth in students performing at or above grade level in reading

- The i-Ready Reading Diagnostic shows substantial movement out of the most intensive intervention categories.
- Students performing Mid/Above Grade Level increased from 30 students to 74 students, while students Three or More Grade Levels Below decreased from 86 to 47 students. Students Two Grade Levels Below also decreased from 91 to 51 students.
- This suggests that instructional supports are helping students move toward grade-level expectations.

2. Grade 3 demonstrated the strongest reading gains

- Grade 3 increased students at Mid/Above Grade Level from 12% to 27% and reduced the percentage of students two or more grade levels below expectations.
- This indicates that foundational literacy efforts are producing positive results and creating a stronger pipeline for future achievement.

3. SBA achievement trends show sustained improvement over time

- The SBA Data Dive trend data indicate that several grade levels have improved compared to historical performance.
- Grade 4 mathematics and ELA performance have shown steady upward growth over multiple years.
- Grade 5 demonstrated particularly strong SBA performance, with achievement levels exceeding district comparison data in mathematics and showing continued growth in ELA.

4. Increased proficiency among upper elementary students

- Grade 5 SBA results show a relatively large proportion of students scoring at Levels 3 and 4, indicating that many students are meeting or exceeding state standards.
- Multiple Grade 5 classrooms posted passing rates above 60% in both ELA and mathematics, demonstrating pockets of highly effective instruction.

5. Evidence that intervention and acceleration efforts are working

- The SIP monitoring sheets document students moving from Level 1 to Level 2 and from Level 2 to Levels 3–4 in both reading and mathematics.
- Student movement between performance bands suggests that targeted supports, intervention systems, and progress-monitoring practices are producing measurable growth.

6. Reduction in the number of students needing intensive support

- Across reading data, fewer students are represented in the lowest performance categories.
- This is an important systems-level strength because it indicates that core instruction and intervention efforts are helping students access grade-level learning more successfully.

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

1. Increase the percentage of students meeting grade-level standards in reading

- While growth is evident, a majority of students remain below proficiency.
- On the most recent i-Ready Reading Diagnostic, 124 students (32%) were one grade level below, 51 students (13%) were two grade levels below, and 47 students (12%) were three or more grade levels below. This means that 57% of assessed students remain below grade-level expectations.
- SBA results similarly show a significant number of students performing at Levels 1 and 2, indicating a need for stronger Tier 1 instruction and continued intervention support.

2. Strengthen reading comprehension, particularly with informational text

- Domain-level results indicate that comprehension and informational text performance lag behind foundational skills such as phonics and high-frequency word recognition.
- Students appear more successful with foundational reading skills than with deeper comprehension tasks requiring analysis, inference, and evidence-based responses.
- This aligns with SBA trends, where students often struggle with complex text and constructed-response items.

3. Accelerate achievement for students performing two or more grade levels below

- Although the number of students in the lowest categories has decreased, nearly 100 students remain significantly below grade level.
- These students will require systematic intervention, frequent progress monitoring, and alignment between intervention programs and grade-level standards to accelerate growth.

4. Improve outcomes in Grade 4 reading

- Grade 4 continues to have a large percentage of students below grade-level expectations.
- Only 14% of Grade 4 students are performing Mid/Above Grade Level, while 21% remain two or more grade levels below expectations.
- This suggests a need for targeted instructional planning and intervention support at this grade level.

5. Increase consistency of Tier 1 instruction across classrooms

- SBA classroom-level data show variation in student outcomes among classrooms within the same grade level.
- This points to an opportunity to strengthen instructional coherence through:
 - Common pacing guides
 - Essential standards alignment
 - Weekly PLC cycles
 - Common formative assessments
 - Consistent implementation of high-impact instructional practices

6. Strengthen mathematics achievement for students approaching proficiency

- SBA data indicate a substantial group of students performing just below standard (Level 2).
- These students represent the most immediate opportunity for improvement because targeted support could move them into proficiency.
- Instruction should focus on priority standards, mathematical reasoning, and opportunities for productive struggle with grade-level tasks.

7. Increase instructional clarity around grade-level learning targets and success criteria

- Multiple data sources suggest students are making progress but not yet consistently reaching proficiency.
- A continued focus on teacher clarity work—including clear learning intentions, success criteria, formative assessment practices, and student ownership of learning—would help move more students from approaching standard to meeting standard.

3. What disproportionalities exist among student groups?

1. Students Performing Below Grade Level Continue to Experience Disproportionate Outcomes

- Schoolwide reading data show that while 43% of students are at or above grade level, 25% remain two or more grade levels below expectations.
- This indicates a persistent achievement gap between students accessing grade-level content and those requiring intensive intervention.

2. Grade-Level Disproportionalities Exist

- Grade 3 demonstrates stronger performance, with 27% of students performing Mid/Above Grade Level and only 3% performing three or more grade levels below expectations.
- Grade 5 shows the greatest concentration of students needing intensive support, with 39% performing two or more grade levels below grade level.

3. Multilingual Learners and Students with Disabilities Should Remain a Focus Area

- WSIF data are designed to identify student groups whose outcomes differ significantly from the All Students group and are often used to identify schools for targeted supports.
- If the Prosser Heights WSIF subgroup scores show lower framework scores for Multilingual Learners, Students with Disabilities, Hispanic/Latino students, or Low-Income students, these groups should be identified as priority populations for the School Improvement Plan.

4. Attendance and Growth Patterns May Reveal Additional Opportunity Gaps

- WSIF incorporates regular attendance, academic growth, achievement, and English language proficiency indicators. Differences among student groups on these measures often signal inequitable access to grade-level learning opportunities.

- When reviewed alongside SBA and i-Ready results, these indicators help determine whether achievement gaps are widening or narrowing for specific student groups.

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

1. Inconsistent Access to Grade-Level Core Instruction

- Students performing below standard have not consistently demonstrated mastery of priority learning standards.
- Variability in instructional pacing, use of learning targets and success criteria, and implementation of high-impact instructional practices may have resulted in uneven access to grade-level content across classrooms.
- Students requiring the most support often receive intervention but may have fewer opportunities to engage in rigorous grade-level tasks.

2. Gaps in Foundational Literacy Skills

- Reading diagnostic data indicate that many students continue to perform one or more grade levels below expectations, particularly in comprehension and vocabulary-related domains.
- Students who entered upper elementary grades with unfinished learning in foundational reading skills have experienced increasing difficulty accessing complex text and grade-level standards.

3. Limited Student Access to Academic Language Development

- WSIF and SBA subgroup patterns often show lower performance among Multilingual Learners and other historically underserved student groups.
- Students may need increased opportunities to engage in structured academic discourse, vocabulary development, and language-rich instructional practices across content areas.

4. Inconsistent Use of Data to Adjust Instruction

- While multiple assessments are available, teams have identified a need for more systematic use of formative assessment data to identify misconceptions, monitor progress, and respond quickly when students are not meeting learning targets.
- Greater alignment between assessment evidence and instructional planning could improve responsiveness to student needs.

5. Attendance and Engagement Challenges

- WSIF indicators recognize the impact of attendance on student achievement and growth.
- Students with lower attendance rates have fewer opportunities to receive core instruction and intervention services, contributing to achievement gaps over time.

6. Need for More Targeted Tier 1 Differentiation

- Many students are clustered just below proficiency rather than significantly below grade level.
- Classroom instruction has not always provided sufficient scaffolds, extensions, and differentiated supports to ensure all students successfully access grade-level standards.
- Strengthening Tier 1 instruction is likely to have the greatest impact on reducing disproportionalities.

7. Historical Learning Gaps Have Accumulated Over Time

- The largest achievement gaps are evident in upper elementary grades, suggesting that unfinished learning has compounded over several years.
- Students who have not mastered prerequisite skills often require both acceleration and intervention to meet current grade-level expectations.

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

1. Strengthening Tier 1 Core Instruction Will Have the Greatest Schoolwide Impact

- A large percentage of students are performing just below grade-level expectations, indicating that many students could reach proficiency through stronger access to high-quality core instruction rather than intensive intervention alone.
- Consistent implementation of grade-level learning standards, clear learning targets, success criteria, and rigorous student tasks will increase access to grade-level content for all learners.

2. Reading Comprehension and Academic Vocabulary Are Priority Areas

- Diagnostic data show that while students are making gains in foundational reading skills, many continue to struggle with comprehension of literary and informational text.
- Strengthening vocabulary instruction, text-based discussions, and evidence-based writing across content areas will support achievement in reading and other academic subjects.

3. Students Near Proficiency Represent the Greatest Opportunity for Growth

- SBA and diagnostic results indicate a substantial number of students are approaching grade-level expectations.
- Targeted instructional support for these students may produce the largest gains in overall proficiency rates because they require acceleration rather than intensive remediation.

4. Consistent Use of Collaborative Data Cycles Is Needed

- Teams have access to multiple sources of student data but would benefit from more frequent collaborative analysis of student work, formative assessments, and progress-monitoring results.
- Regular PLC inquiry cycles can help teachers identify effective practices, respond to learning gaps quickly, and monitor the impact of instructional adjustments.

5. Teacher Clarity and Instructional Alignment Need Continued Focus

- Students are more likely to achieve when they clearly understand what they are learning, why it is important, and how success will be measured.
- Greater consistency in learning targets, success criteria, common assessments, and pacing across grade levels would strengthen instructional coherence and improve outcomes.

6. Early Literacy Supports Are Producing Results and Should Be Expanded

- Grade 3 students demonstrate stronger outcomes than upper grades, suggesting that investments in foundational literacy instruction are yielding positive results.

- Replicating successful literacy practices across grade levels may help accelerate achievement for older students.

7. Attendance and Student Engagement Influence Academic Success

- WSIF indicators highlight the relationship between attendance, engagement, and academic performance.
- Improving student attendance and ensuring consistent participation in both core instruction and intervention services will support achievement growth, particularly for students experiencing opportunity gaps.

6. How do identified needs impact each other?

1. Tier 1 Instruction Directly Impacts Achievement, Growth, and Intervention Needs

- When students consistently receive high-quality, standards-aligned instruction, more students successfully learn grade-level content during core instructional time.
- Strong Tier 1 instruction reduces the number of students requiring supplemental intervention and allows intervention resources to be focused on students with the greatest needs.

2. Reading Comprehension and Academic Vocabulary Affect Performance Across Subjects

- Students who struggle to understand complex text often experience difficulty in reading, mathematics, science, and social studies.
- Limited vocabulary and comprehension skills reduce students' ability to access grade-level learning, engage in academic discourse, and demonstrate understanding on classroom assessments and the SBA.
- As comprehension improves, achievement across content areas is likely to improve as well.

3. Teacher Clarity Strengthens Student Engagement and Learning

- Clear learning targets, success criteria, and aligned assessments help students understand what they are expected to learn and how they will demonstrate success.
- Increased clarity supports student ownership, improves engagement, and helps teachers identify learning gaps earlier.
- This directly influences both academic growth and proficiency outcomes.

4. Collaborative Data Practices Improve Instructional Responsiveness

- When teams regularly analyze formative and summative data, they can identify trends, adjust instruction, and provide timely support.
- Effective data cycles help prevent small learning gaps from becoming larger achievement gaps.
- Improved instructional responsiveness supports both student growth and equity goals.

5. Attendance Influences Every Academic Outcome

- Students cannot benefit from strong instruction, intervention, or academic supports when they are not consistently present.
- Attendance challenges often contribute to unfinished learning, lower achievement, and slower growth rates.

- Improving attendance increases students' access to instructional opportunities and accelerates progress toward proficiency.

6. Disproportionalities Are Amplified When Multiple Needs Intersect

- Students who experience attendance challenges, unfinished learning, limited academic language development, or inconsistent access to grade-level instruction often face multiple barriers simultaneously.
- These overlapping factors contribute to the achievement gaps identified in SBA, i-Ready, and WSIF data.
- Addressing only one factor in isolation is unlikely to eliminate disparities among student groups.

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

Short-Term Goals (3–6 Months)

- Establish consistent learning targets and success criteria in every classroom.
- Implement regular PLC data cycles focused on formative assessment and student work analysis.
- Create common pacing guides aligned to priority standards.
- Strengthen reading comprehension and academic vocabulary instruction across classrooms.
- Identify and monitor students approaching proficiency and provide targeted acceleration supports.
- Improve progress-monitoring practices for intervention groups.
- Increase student ownership of learning through clear success criteria and feedback.

Long-Term Goals (1–2 Years)

- Increase overall SBA proficiency rates in ELA and Mathematics across all grade levels.
- Reduce the percentage of students performing two or more grade levels below standard.
- Close achievement gaps identified through WSIF among student groups.
- Build a sustainable, schoolwide Tier 1 instructional framework with consistent implementation.
- Increase the percentage of students meeting or exceeding grade-level standards on i-Ready and SBA assessments.
- Develop a comprehensive Multi-Tiered System of Supports (MTSS) that effectively integrates academic and behavioral supports.
- Improve attendance rates and reduce chronic absenteeism across all student groups.

Establish common expectations for evidence-based instructional practices during collaborative planning.

Ensure equitable outcomes among Multilingual Learners, Students with Disabilities, and other historically underserved groups.

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

1. Increase Teacher Clarity Through Learning Targets and Success Criteria

Why this is a quick win:

- Can be implemented immediately in every classroom.
- Requires no additional programs or resources.
- Creates a common instructional practice schoolwide.

Evidence of Impact:

- Students are more likely to understand what they are learning, monitor their own progress, and engage in productive learning behaviors.
- Supports students who are currently performing one grade level below standard by making expectations more transparent.

2. Develop Common Pacing and Priority Standards Within Grade-Level Teams

Why this is a quick win:

- Can be accomplished during existing PLC time.
- Increases consistency of instruction across classrooms.
- Ensures all students have access to essential grade-level learning.

Evidence of Impact:

- Reduces variability in instructional opportunities.
- Creates a stronger foundation for common formative assessments and collaborative inquiry.

3. Focus on Students Near Proficiency

Why this is a quick win:

- Many students are already close to meeting standards.
- Small instructional adjustments often result in measurable growth.

Evidence of Impact:

- Increases the percentage of students meeting grade-level expectations more rapidly than focusing exclusively on students with the greatest learning gaps.
- Builds momentum by creating visible achievement gains on classroom assessments, i-Ready, and SBA measures.

4. Establish Weekly PLC Cycles Focused on Student Evidence

Why this is a quick win:

- Uses existing meeting structures.
- Allows teams to identify and respond to learning needs quickly.

Evidence of Impact:

- Strengthens collective efficacy and instructional decision-making.
- Creates a culture of continuous improvement centered on student learning.

5. Increase Opportunities for Academic Vocabulary and Structured Student Discourse

Why this is a quick win:

- Can be embedded into daily instruction across content areas.
- Benefits all students while providing significant support for Multilingual Learners and students below standard.

Evidence of Impact:

- Supports reading comprehension, writing, and content-area achievement.
- Addresses a common need identified across SBA, i-Ready, and WSIF indicators.

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

1. Classroom Formative Assessment Data

- Common formative assessments aligned to priority standards.
- Student work samples demonstrating levels of proficiency.
- Evidence of student understanding during daily instruction.

Why it matters:

- Provides real-time information about learning before students are assessed on larger benchmark or state assessments.
- Helps teams identify specific standards requiring additional instructional support.

2. Instructional Practice Data

- Classroom walkthrough observations.
- Evidence of learning targets, success criteria, and student engagement.
- Implementation data related to agreed-upon instructional practices.

Why it matters:

- Helps determine whether instructional strategies are being implemented consistently across classrooms.
- Connects student outcomes to classroom practices.

3. Attendance and Chronic Absenteeism Data

- Student attendance by grade level and subgroup.
- Chronic absenteeism trends.
- Attendance patterns among students receiving intervention services.
Why it matters:
- WSIF identifies attendance as a key indicator associated with student achievement.
- Attendance data may reveal opportunity gaps contributing to disproportional outcomes.

4. Student Group Performance Data

- SBA, i-Ready, and classroom assessment results disaggregated by:
 - Multilingual Learners
 - Students with Disabilities
 - Low-Income Students
 - Hispanic/Latino Students
 - Other student groups identified through WSIF
- Why it matters:
- Provides a clearer understanding of achievement and opportunity gaps.
- Helps prioritize supports for student groups experiencing the greatest disproportionalities.

5. Intervention Effectiveness Data

- Entry and exit data for intervention programs.
- Progress-monitoring results.
- Student growth rates while receiving interventions.
Why it matters:
- Determines whether current intervention systems are producing desired outcomes.
- Helps allocate resources effectively.

6. Student Perception and Engagement Data

- Student surveys regarding classroom expectations, engagement, and sense of belonging.
- Student feedback regarding learning targets, success criteria, and instructional supports.
Why it matters:
- Provides insight into student experiences that may not be visible in achievement data alone.
- Helps identify barriers to learning and engagement.

7. Staff Capacity and Implementation Readiness Data

- Staff survey data regarding confidence and professional learning needs.
 - Existing commitments and initiatives.
 - Time available for collaboration and implementation.
- Why it matters:
- Ensures priorities are realistic and sustainable.
 - Helps leaders sequence improvement efforts to avoid initiative overload.

8. Curriculum and Standards Alignment Data

- Review of pacing guides.
 - Alignment between instructional materials, priority standards, and assessments.
 - Identification of gaps in curriculum implementation.
- Why it matters:
- Supports the development of a guaranteed and viable curriculum.
 - Ensures all students have access to grade-level learning expectations.

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.

Staffing & Expertise:

- For the 2025-2026 school year, there were 3 different teachers teaching in the Resource Room.
- Lack of classified support for teacher

Solution:

- Hired a certified Special Education Teacher
- Moving two paraprofessionals into the classrooms to assist

- Training of ARC Tool-Kits for the Teacher

Section 5: Priorities

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

Priority #1: Strengthen Tier 1 instruction through teacher clarity, standards alignment, and instructional consistency.

Priority #2: Improve reading comprehension and academic vocabulary across all grade levels and content areas.

Priority #3: Reduce achievement gaps through collaborative data inquiry, targeted interventions, and equitable instructional supports.

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: Our students with disabilities will go from 22% demonstrating grade level ability using SBA Level 2-4 to 35% in ELA for 2026-2027 school year.

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

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 we would expect to see 35% of special education students progressing to a place towards 1 grade level behind.

<p>Mid-Year Progress Review: (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>End of Year Progress Review: (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><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 2026-27 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.</p>

<p>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention.</p> <ul style="list-style-type: none"> Increase access to ARC (Level 1 ESSA) for special education students. <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <ul style="list-style-type: none"> Para support; meeting time with teacher to analyze evidence; additional curricular resources. <p>What student groups will benefit and why?</p> <ul style="list-style-type: none"> Students with disabilities b/c they will have greater access to an evidence based intervention. They haven't had the same 	<p>What data will be collected to measure the impact of implementing this EBI?</p> <ul style="list-style-type: none"> Use of ARC toolkits and that 100% of special education students will be conferred with weekly. We will use growth data in school pace and iReady. Use of ELA Interims 	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <ul style="list-style-type: none"> Principal, instructional coach, and special education teacher (SIP Implementation Team) <p>When will this EBI occur?</p> <ul style="list-style-type: none"> Daily for the 26-27 school year. <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <ul style="list-style-type: none"> Every month in a monitoring review meeting. 	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>	<p>What impact is the evidence-based intervention having?</p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>
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<p>access as their non-disabled peers and therefore not showing the same growth.</p>	<ul style="list-style-type: none"> • PRIDE Data <p>How will the impact on equitable learning or behavior change be measured?</p> <p>Comparing those data pieces for special education students to their non-disabled peers.</p>			
<p>For more EBIs cut and paste the prompts to answer below.</p> <p>Click or tap here to enter text.</p>	<p>For more EBIs cut and paste the prompts to answer below.</p> <p>Click or tap here to enter text.</p>	<p>For more EBIs cut and paste the prompts to answer below.</p> <p>Click or tap here to enter text.</p>	<p>For more EBIs cut and paste the prompts to answer below.</p> <p>Click or tap here to enter text.</p>	<p>For more EBIs cut and paste the prompts to answer below.</p> <p>Click or tap here to enter text.</p>

SY 2026-2027 SMARTIE Goal #2: By the end of the 2026–27 school year, we will increase the number of students demonstrating grade level ability as measured by the SBA levels 2-4 from 70% to 80%. Our students with disabilities will go from 36% demonstrating grade level ability using the same measures to 46%.

*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?

PSD is changing to a new screening tool, in the fall of 2026 we will compare the screening tool score to the SBA score and establish a method of showing if our lowest academically students are making accelerated growth.

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.)*



<p><u>Evidence-based intervention (activity, practice or strategy) to support SMARTIE Goal and the resources used for implementation.</u></p>	<p>Data Measures</p>	<p>Lead and Timeframe</p>	<p>Mid-Year Progress (MYPR) on each EBI and impact thus far in the 2026-27 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.</p>
<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>Implement consistent Tier 1 routines using Illustrative Mathematics Warm Ups.</p> <p>ESSA Moderate</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.)</i></p> <ul style="list-style-type: none"> Professional Development 	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <ul style="list-style-type: none"> Walkthrough School Screening Assessment Tool (iReady) Numbers and Operations Assessments SBA <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <ul style="list-style-type: none"> We will disaggregate our data to monitor disproportionality. 	<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"> Building Leadership Team <p><i>When will this EBI occur?</i></p> <p>2026-2027 School Year</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>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>

<ul style="list-style-type: none"> • Coaching Cycles with the instructional coach • Curriculum Materials <p>What student groups will benefit and why?</p> <ul style="list-style-type: none"> • Although all students will benefit from this practice, multilingual students and students with disabilities gain benefit from increased opportunity for mathematical discourse and use of language. 		<ul style="list-style-type: none"> • Walkthrough-monthly • School Screening Assessment Tool (iReady)-2X a year • Numbers and Operations Assessments-every 6 weeks • SBA-annually 		
<p>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.</p> <p>Improve our use of PLC's to analyze student work, identify misconceptions,</p>	<p>What data will be collected to measure the impact of implementing this EBI?</p> <ul style="list-style-type: none"> • PLC Notes • PLC Formative Assessments • School Screening Assessment Tool (iReady) • SBA 	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <ul style="list-style-type: none"> • PLC Leads, Instructional Coach 	<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>What data will be collected to measure the impact of implementing this EBI?</p> <p>Click or tap here to enter text.</p> <p>How will the impact on equitable learning</p>

<p>develop reteaching plans, and monitor re-teach progress.</p> <p>ESSA Promising</p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <ul style="list-style-type: none"> Professional Development Coaching Cycles with the instructional coach Curriculum Materials-Building Thinking Classroom books <p>What student groups will benefit and why?</p> <p>Click or tap here to enter text. Although all students will benefit from this practice, multilingual students and students with disabilities gain benefit from teachers identifying student specific targeted reteaching.</p>	<p>How will the impact on equitable learning or behavior change be measured?</p> <ul style="list-style-type: none"> We will disaggregate our data to monitor disproportionality. 	<p>When will this EBI occur?</p> <p>2026-2027 School Year</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <ul style="list-style-type: none"> PLC Notes-Monthly PLC Formative Assessments-4 weeks School Screening Assessment Tool (iReady)-2Xs a year SBA-Annually 	<p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p>	<p>or behavior change be measured?</p> <p>Click or tap here to enter text.</p>
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			<p>Click or tap here to enter text.</p> <p><i>What student groups will benefit and why?</i></p> <p>Click or tap here to enter text.</p>	
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SY 2026-2027 SMARTIE Goal #3: Click or tap here to enter text.

*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?

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 (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.
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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 level of evidence for the intervention.</i></p> <p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What student groups will benefit and why?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Click or tap here to enter text.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Click or tap here to enter text.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Click or tap here to enter text.</p> <p><i>When will this EBI occur?</i></p> <p>Click or tap here to enter text.</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><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>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 in the SMARTIE goal tables above, and to inform decision-making about progress toward the achievement of priority goals for the remainder of the school year. Use of these questions can help show the impact of current high-leverage evidence-based interventions (activities, practices, or strategies) and/or provide data-informed adjustments within implementation cycles.

1. In SY 2026-27, how have you identified equity needs for specific student groups, from the beginning of the year to the middle, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized)? What specific data did you use to inform your decision making? How did you respond to these needs?

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

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

Click or tap here to enter text.

Section 8: 2026-2027 End-of-Year Reflection Questions

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

1. In SY 2026–2027, how did you identify and respond to equity needs for specific student groups, from the middle to the end of this school year, (particularly when it comes to eliminating opportunity gaps and supporting those students in your learning communities who are most marginalized) and what specific data did you use to inform your decision making?

Click or tap here to enter text.

2. Share an example of progress made in narrowing opportunity gaps and the plan to sustain and build on improvements as you transition into support for your 2027-2028 SIP.

Click or tap here to enter text.

3. How did at least one of the activities documented in the SMARTIE goal tables above (from SY 2026–2027) positively impact student outcomes in pursuit of its associated goal?

Click or tap here to enter text.

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

Click or tap here to enter text.

5. How will the adjustments or modifications in addressing the challenge(s) detailed above inform your school improvement planning process and preparation for school year 2027–28?

Click or tap here to enter text.

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

Click or tap here to enter text.

7. Describe what you have learned and how the appropriate data sources you have identified will guide your planning for 2027–28.

Click or tap here to enter text.

OSPI School Improvement Plan 2026-27

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

Additional Guidance:

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

Section 1: Building and District data

<p>Building Name: Keene Riverview Elementary</p>	<p>Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If yes, which one(s)? (Note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.</p>
<p>School Code: 2195</p>	<p>Grade Span: PK-2</p> <p>School Type: Elementary</p>
<p>Principal: TBD</p>	<p>Building Enrollment: 411</p>
<p>School District: Prosser School District</p>	<p>F/R Percentage: 70%</p>




Board Approval Date: 6/24/26	Special Education Percentage: 14.6%
Plan Date: 2026-2027	English Learner Percentage: 29.9%
Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status: Choose an item.	

Vision and Mission Statement

We envision a school where self-confident learners are prepared for success by practicing goal setting, working in collaborative ways, and achieving their best every day. Our students are respectful, responsible, and ready to learn individuals who are becoming lifelong learners.

 Our Bee-lieve Mission 

At KRV we will:

-  Be Respectful
-  Be Responsible
-  Be Ready to Learn

Together, we are growing into self-confident, lifelong learners! 

School Leadership Team Members and Family-Community Partners

Name	Title (if applicable)	Role
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TBD	Principal	School Leadership
Amanda Williams	Instructional Coach	School Leadership
Amy Beightol	Kindergarten Teacher	School Leadership
Beth Buchholz	Kindergarten Teacher	School Leadership
Jullysa Palencia	First Grade Teacher	School Leadership
Allison Davis	First Grade Teacher	School Leadership
Brittney Staudenmaier	Second Grade Teacher	School Leadership
Lexi Blair	Second Grade Teacher	School Leadership
Mercedes Munoz	Bilingual Interventionist Teacher	School Leadership
Taylor Munoz	Arts Teacher	School Leadership
Jewelle Burkhart	Parent	Family Representative

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: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

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

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)			
Comprehensive Graduation Rate			
Student Group			
American Indian/Alaska Native			
Asian			
Black/African American			
Hawaiian/Other Pacific Islander			

Hispanic/Latino			
Two or more races			
White			
English Learner			
Low Income			
Special Education			

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?

Math:

- 50.1% of students are performing at or above grade level overall in mathematics.
- Kindergarten students demonstrate the strongest overall performance, with approximately 61.7% performing at or above grade level.
- Students appear to have stronger foundational skills in number sense, computation, and early algebraic reasoning than in other mathematical domains.

ELA:

- Strength 1: A substantial number of students are performing at or above grade level in reading.
- Strength 2: Among students identified as IRLA Proficient or Above, 64% were also performing Mid or Above Grade Level on i-Ready.

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

Math:

- Nearly 50% of students are below grade-level expectations in mathematics.
- Grade 2 demonstrates the lowest overall performance.
- Students need stronger conceptual understanding and application of mathematics.

ELA:

- Strengthen foundational literacy skills.
 - Vocabulary development
 - Reading comprehension
- Improve literacy outcomes in Grades 1 and 2.
 - Grade 2 has the lowest percentage of students performing Mid or Above Grade Level (approximately 23%).
 - Grade 1 has approximately 40% of students one grade level below expectations.

3. What disproportionalities exist among student groups?

Math:

Hispanic/Latino Students

- Hispanic/Latino students: 43.3% at or above grade level
- Non-Hispanic students: 69.9% at or above grade level

Grade Level

- Kindergarten: 61.7% at or above grade level
- Grade 1: 53.5% at or above grade level
- Grade 2: 34.2% at or above grade level

ELA:

Grade Level

Grade	Mid or Above Grade Level
Kindergarten	~41%
Grade 1	~43%
Grade 2	~23%

Race and Ethnicity

- Hispanic/Latino students demonstrate lower achievement rates than non-Hispanic peers.
 - Only 28.5% are performing Mid or Above Grade Level compared to 57.0% of non-Hispanic students.
- White students outperform both Hispanic/Latino students and Black/African American students.
 - 40.6% of White students are performing Mid or Above Grade Level.

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

Math:

Potential root causes supported by the data and common elementary mathematics research include:

- Inconsistent implementation of high-quality Tier 1 mathematics instruction.
- Limited teacher content knowledge in conceptual mathematics instruction.
- Inconsistent use of mathematical discourse and student reasoning opportunities.
- Lack of systematic intervention aligned to identified skill deficits.
- Insufficient use of formative assessment data to adjust instruction.
- Limited emphasis on academic vocabulary and language supports for multilingual learners.
- Variability in access to grade-level rigorous tasks and problem-solving opportunities.

ELA:

Foundational Literacy Gaps

Students entering Grade 1 and Grade 2 continue to demonstrate unfinished learning in:

- Vocabulary
- Language comprehension

Inconsistent Use of Data-Driven Intervention

Students performing below benchmark may not be receiving:

- Timely intervention
- Frequent progress monitoring
- Targeted instruction aligned to diagnostic data

Limited Academic Vocabulary Development

Vocabulary weaknesses likely contribute to:

- Lower comprehension scores
- Difficulty accessing grade-level text
- Reduced success across content areas

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

Math:

High-Leverage Themes

1. Strengthen teacher mathematical content knowledge.
2. Improve instructional practices around mathematical discourse.
3. Increase use of formative assessment and PLC data cycles.

ELA:

Vocabulary and Language Development

Improving vocabulary instruction schoolwide would likely impact:

- Reading comprehension
- Oral language
- Writing
- Academic discourse

Early Identification and Intervention

Providing immediate support when students fall below benchmark can prevent widening achievement gaps.

6. How do identified needs impact each other?

Math:

The needs are interconnected:

- Lack of depth of teacher content knowledge can lead to less effective/flexible instruction.
- Less effective instruction limits opportunities for mathematical discourse.
- Limited discourse reduces conceptual understanding.

ELA:

Vocabulary → Comprehension

Limited vocabulary restricts students' ability to understand increasingly complex texts.

Intervention Systems → Student Outcomes

Without systematic identification and support, foundational gaps continue to widen as students progress through grades.

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

Math:

Math	
3-6 months	1-2 years
<ul style="list-style-type: none"> • Establish PLC data review cycles. • Implement common formative assessments. • Increase mathematical discourse routines. • Identify and intervene with students below benchmark. • Monitor subgroup performance regularly. 	<ul style="list-style-type: none"> • Build teacher mathematical content knowledge. • Improve overall mathematics proficiency. • Reduce achievement gaps among student groups. • Develop a guaranteed and viable mathematics curriculum. • Create a sustainable MTSS/intervention system. • Increase student proficiency across all mathematical domains.
ELA	
3-6 months	1-2 years
<ul style="list-style-type: none"> • Identify students one or more grade levels below benchmark. • Strengthen intervention systems and progress monitoring. 	<ul style="list-style-type: none"> • Build teacher expertise in Science of Reading practices. • Establish a guaranteed vocabulary and language-development system.

- Implement daily vocabulary routines across K–2.
- Use PLCs to analyze i-Ready and IRLA data regularly.

- Strengthen Tier 1 instruction to reduce intervention needs.
- Create a sustainable data-driven cycle of inquiry focused on literacy outcomes.

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

Math:

- Implement daily math discourse routines.
- Use common exit tickets and formative assessments.
- Establish PLC protocols focused on student work analysis.
- Provide targeted support in Measurement and Data.
- Use instructional walkthroughs with clear mathematics look-fors.
- Monitor progress of students who are one grade level below expectations.

ELA:

- Implement a Schoolwide Vocabulary Routine
- Increase Use of Diagnostic Data During PLCs
- Strengthen Student Reading Goal Setting
- Provide Targeted Support for Grade 2 Students
- Establish Consistent Tier 1 "Look-Fors"

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

Math:

Additional Data Sources

- Grade-level and classroom-specific diagnostic results.
- Unit and common formative assessment results.
- Intervention participation and effectiveness data.
- Walkthrough and instructional observation data.
- Teacher professional learning needs assessments.
- Multilingual learner progress-monitoring data.

ELA:

Additional Data Sources

- Previous years' i-Ready growth data
- Student Group Data
 - Multilingual Learners (ML)
 - Students receiving Special Education services
 - Students experiencing poverty
 - Race/Ethnicity
 - Highly Capable students

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.

Resource Inequities Identified

1. Staffing and Expertise in Mathematics and PLCs
2. Time
3. Instructional Materials and Curriculum Access- new Illustrative Math for core curriculum and materials and planning for routines.

Section 5: Priorities

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

Priority #1: Strengthen Tier 1 instruction through teacher clarity, standards alignment, and instructional consistency.

Priority #2: Improve reading comprehension and academic vocabulary across all grade levels and content areas.

Priority #3: Reduce achievement gaps through collaborative data inquiry, targeted interventions, and equitable instructional supports.

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 the end of the 2026–27 school year, 80% of students will achieve at least one year of growth as identified using ARC School Pace.

*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?

80% of students should be at 0.5 growth of the school year as measured by the ARC School Pace.

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.)*

<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 2026-27 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.</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>Implement explicit vocabulary instruction through a systematic routine.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <ul style="list-style-type: none"> Professional Development, Extended Time, Resources for vocabulary instruction. <p>What student groups will benefit and why?</p>	<p>What data will be collected to measure the impact of implementing this EBI?</p> <ul style="list-style-type: none"> Walkthrough Vocabulary Assessments ARC School Pace Data <p>How will the impact on equitable learning or behavior change be measured?</p> <ul style="list-style-type: none"> We will disaggregate our data to monitor disproportionality. 	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <ul style="list-style-type: none"> Building Leadership Team <p>When will this EBI occur?</p> <ul style="list-style-type: none"> 2026-2027 School Year <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <ul style="list-style-type: none"> Walkthrough-monthly Vocabulary Assessments- 6 weeks 	<p>What impact is the evidence-based intervention having? Click or tap here to enter text.</p> <p>What is evidence of impact? Click or tap here to enter text.</p>	<p>What impact is the evidence-based intervention having? Click or tap here to enter text.</p> <p>What is evidence of impact? Click or tap here to enter text.</p>

<ul style="list-style-type: none"> Although all students will benefit from this practice, multilingual students and students with disabilities gain benefit from increased opportunities for discourse and use of language. 		<ul style="list-style-type: none"> ARC School Pace Data 		
<p>Evidence-based intervention (activity, practice or strategy) 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 2026-27 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.</p>
<p>What evidence-based interventions (EBI) (activity, practice or strategy) will you implement to support achieving this overarching improvement goal? Include the level of evidence for the intervention.</p> <p>Improve our use of PLC's to analyze student work, identify misconceptions, develop reteaching plans, and monitor re-teach progress.</p>	<p>What data will be collected to measure the impact of implementing this EBI?</p> <ul style="list-style-type: none"> PLC Notes PLC Formative Assessments IRLA/ENIL <p>How will the impact on equitable learning or behavior change be measured?</p> <ul style="list-style-type: none"> We will disaggregate our data to monitor disproportionality. 	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <ul style="list-style-type: none"> Building Leadership Team Instructional Coach <p>When will this EBI occur? 2026-2027 School Year</p> <p>When or how often will progress be monitored or</p>	<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> Click or tap here to enter text.</p>	<p>What data will be collected to measure the impact of implementing this EBI? Click or tap here to enter text.</p> <p>How will the impact on equitable learning or</p>

<p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <ul style="list-style-type: none"> • Professional Development • Coaching Cycles with the instructional coach • Curriculum Materials- IRLA/ENIL <p>What student groups will benefit and why? Although all students will benefit from this practice, multilingual students and students with disabilities gain benefit from teachers identifying student specific targeted reteaching.</p>		<p>data reviewed? Be as specific as possible.</p> <ul style="list-style-type: none"> • PLC Notes- Monthly • PLC Formative Assessments-4 weeks • IRLA/ENIL 	<p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What student groups will benefit and why?</i></p> <p>Click or tap here to enter text.</p>	<p>behavior change be measured?</p> <p>Click or tap here to enter text.</p>
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SY 2026-2027 SMARTIE Goal #2: By the end of the 2026–27 school year, 80% of students will achieve at least one year of growth as identified using the district screening tool in mathematics.

*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?

80% of students should be at 0.5 growth of the school year as measured by the district screening tool. PSD is changing to a new screening tool, in the fall of 2026 we will review the screening tool and establish a method of monitoring growth.

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.)*

<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 2026-27 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.</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 level of evidence for the intervention.</i></p> <p>Implement consistent Tier 1 routines using Illustrative Mathematics Warm Ups.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <ul style="list-style-type: none"> Professional Development, Extended Time, Illustrative Mathematics Curriculum <p><i>What student groups will benefit and why?</i></p> <ul style="list-style-type: none"> Although all students will benefit from this practice, multilingual students and students with disabilities gain benefit from increased opportunities for mathematical discourse and use of language. 	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <ul style="list-style-type: none"> Walkthrough School Screening Assessment Tool (iReady) Numbers and Operations Assessments <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <ul style="list-style-type: none"> We will disaggregate our data to monitor disproportionality. 	<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"> Building Leadership Team <p><i>When will this EBI occur?</i></p> <ul style="list-style-type: none"> 2026-2027 School Year <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <ul style="list-style-type: none"> Walkthrough-monthly School Screening Assessment Tool (iReady)-2X a year Numbers and Operations Assessments-every 6 weeks 	<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><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 2026-27 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.</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>Improve our use of PLC's to analyze student work, identify misconceptions, develop reteaching plans, and monitor re-teach progress.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <ul style="list-style-type: none"> Professional Development Coaching Cycles with the instructional coach Curriculum Materials-Building Thinking Classroom books 	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <ul style="list-style-type: none"> PLC Notes PLC Formative Assessments School Screening Assessment Tool (iReady) <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <ul style="list-style-type: none"> We will disaggregate our data to monitor disproportionality. 	<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"> Building Leadership Team Instructional Coach <p><i>When will this EBI occur?</i> 2026-2027 School Year</p> <p><i>When or how often will progress be monitored or data reviewed? Be as specific as possible.</i></p> <ul style="list-style-type: none"> PLC Notes-Monthly PLC Formative Assessments-4 weeks School Screening Assessment Tool 	<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>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Click or tap here to enter text.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Click or tap here to enter text.</p>

<p>What student groups will benefit and why? Although all students will benefit from this practice, multilingual students and students with disabilities gain benefit from teachers identifying student specific targeted reteaching.</p>		<p>(iReady)-2Xs a year</p>	<p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?) Click or tap here to enter text. What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?) Click or tap here to enter text. What student groups will benefit and why? 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.

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

<p>Building Name: Whitstran Elementary School</p>	<p>Does your school share a building with another school? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>If yes, which one(s)? (Note each school with a school code must submit a separate School Improvement Plan): Click or tap here to enter text.</p>
<p>School Code: 2905</p>	<p>Grade Span: TK-5</p> <p>School Type: Elementary School</p>
<p>Principal: Julaine Groeneveld</p>	<p>Building Enrollment: 248 Click or tap here to enter text.</p>
<p>School District: Prosser School District</p>	<p>F/R Percentage: 76.6</p>

Board Approval Date: PENDING	Special Education Percentage: 11.5%
Plan Date: 2026-2027	English Learner Percentage: 50.8%
Identify your school's Washington School Improvement Framework (WSIF) Tiered Support Status: Tier 3 Compound	

Vision and Mission Statement

Every PK-5 grade student will experience high-quality standards-based instruction with equitable access to learning opportunities.

School Leadership Team Members and Family-Community Partners

Name	Title (if applicable)	Role
Diana Swinehart	Teacher	School Leadership
Tatiana Quijano	Teacher	School Leadership
Wendy Raap	Teacher	School Leadership
Paola Ixta	Teacher	
Lorelle Aarstad	Teacher	
TBD	Parent/family community partner	

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: 2.25

Title 1 Threshold: 1.90

ELP Threshold: 9.4

Graduation Rate: 66.7%

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

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)	3.85	4.30	4.80
Comprehensive Graduation Rate		NA	NA
Student Group			
American Indian/Alaska Native	NA	NA	NA
Asian	NA	NA	NA
Black/African American	NA	NA	NA
Hawaiian/Other Pacific Islander	NA	NA	NA

Hispanic/Latino	3.25	4.65	4.70
Two or more races	NA	NA	NA
White	5.45	4.58	4.43
English Learner	2.58	5.33	4.97
Low Income	3.25	4.35	4.35
Special Education	1.53	1.58	2.13

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
 - ELA – 33.7%
 - MATH – 32.1%
 - Student Growth Percentile
 - ELA – 50.5%
 - MATH – 62.5%
- English Learner Progress
 - 47.8%
- School Quality or Student Success Indicators SQSS
 - Regular Attendance – 74.5%

CNA Data Summary

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

Student growth is a significant strength, with All Students and several student groups, including Hispanic/Latino students, English Learners, and Low-Income students, meeting or exceeding the state benchmark in both ELA and Mathematics growth. English Learners are a particular area of success, earning the highest overall WSIF score among student groups and demonstrating strong academic growth. Additionally, the school's overall WSIF score has steadily improved from 3.85 in 2023 to 4.80 in 2025, indicating positive progress over time. Together, these data suggest that Whitstran Elementary's instructional practices and supports are helping students make meaningful academic gains and contributing to continuous school improvement.

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

The most significant needs are academic proficiency, achievement gaps, and support for Students with Disabilities. While growth data indicate that students are making progress, proficiency rates remain low, with only 33.7% of students meeting standard in ELA and 32.1% in Mathematics. Several student groups, including Hispanic/Latino students, English Learners, and Low-Income students, have proficiency rates well below desired levels despite demonstrating positive growth. Additionally, Students with Disabilities have the lowest overall WSIF score (2.13) and the lowest ELA growth score (SGP 30), indicating a need for more targeted intervention support.

3. What disproportionalities exist among student groups?

The most significant disproportionalities exist between students with Disabilities and all other student groups. Students with Disabilities have the lowest overall WSIF score (2.13), substantially below the All Students score (4.80) and other student groups such as English Learners (4.97) and Hispanic/Latino students (4.70). They also have the lowest ELA growth score (SGP 30), indicating that many students are not making sufficient academic progress. Additionally, while English Learners, Hispanic/Latino students, and Low-Income students demonstrate strong growth in both ELA and Mathematics, their proficiency rates remain considerably lower than those of White students. For example, White students have ELA and Math proficiency rates of 62.3% and 68.1%, compared to 25.5% and 22.2% for Hispanic/Latino students and 16.9% and 18.0% for English Learners.

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

The team identified several root causes contributing to disproportionalities among student groups. While many students are demonstrating academic growth, proficiency rates remain low, suggesting that students who enter below grade level require more time and targeted support to reach grade-level standards. Students with Disabilities continue to experience the largest performance gaps, indicating a need for increased access to consistent and targeted intervention. The team also identified low vocabulary skills as having a significant impact on student comprehension levels which impacts students' ability to access grade-level content. Additionally, attendance challenges for some student groups may reduce instructional time and opportunities for learning. These factors contribute to persistent achievement gaps, even as students make positive growth from year to year.

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

While student growth is strong across multiple student groups, proficiency rates in ELA and Mathematics remain low, indicating a need to accelerate learning so that growth translates into grade-level achievement. Second, Students with Disabilities continue to demonstrate the largest performance gaps, suggesting that strengthening access to grade-level instruction, specially designed instruction, and targeted interventions could significantly improve outcomes. Third, the success of English Learners and other student groups in growth measures indicates that existing instructional practices are effective and should be expanded and consistently implemented across classrooms. Finally, increasing the effectiveness of core instruction, particularly in foundational literacy and mathematics skills, has the potential to improve outcomes for all students while reducing achievement gaps among student groups

6. How do identified needs impact each other?

Low proficiency rates in ELA and Mathematics are linked to gaps in foundational literacy and mathematics skills, which can make it difficult for students to access grade-level content. Although many students are demonstrating strong growth, students who are significantly below grade level require accelerated learning opportunities to close achievement gaps. These challenges are especially evident for Students with Disabilities, who may need additional instructional supports and access to high-quality grade-level instruction to make sufficient progress. Attendance also impacts academic outcomes, as missed instructional time can limit students' opportunities to develop foundational skills and engage in interventions.

Addressing the effectiveness of core instruction, strengthening intervention systems, and improving access to grade-level learning will support all students and help reduce disproportionalities among student groups.

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

Short-term goals (3–6 months) should focus on improving instructional practices and systems that can have an immediate impact on student learning. These include strengthening Tier 1 instruction in literacy and mathematics, increasing the use of data to identify and respond to student learning needs, improving intervention scheduling and progress monitoring, and implementing targeted supports for Students with Disabilities and other students performing below grade level. Short-term goals should also include efforts to improve attendance and student engagement.

Long-term goals (1–2 years) should focus on increasing overall proficiency in ELA and Mathematics, reducing achievement gaps among student groups, and improving outcomes for Students with Disabilities. Long-term goals should also include building a sustainable system of high-quality instruction, intervention, and progress monitoring that ensures all students have access to grade-level learning and opportunities for accelerated growth. These goals will require consistent implementation, ongoing professional development, and continuous monitoring of student outcomes over multiple years.

8. What needs if addressed, would represent a quick win, and build momentum toward confronting more challenging needs?
A key need that represents a quick win is strengthening Tier 2 intervention systems. Adjusting schedules to ensure that all students, including Students with Disabilities, have equitable access to Tier 2 interventions will increase opportunities for targeted instruction without sacrificing access to core grade-level learning. Additionally, providing dedicated time for intervention teachers, special education staff, and general education teachers to collaborate and participate in PLCs will improve instructional alignment, data-based decision making, and consistency of supports across settings. These changes can be implemented in the short term and have the potential to improve student growth, strengthen intervention effectiveness, and build momentum toward the longer-term goals of increasing proficiency and reducing achievement gaps.
9. Are there additional data that should be considered to make informed decisions about priorities and capacity for implementation?

We should examine district assessment data, classroom formative assessment data, and daily instructional data to better understand student learning needs and identify areas where instruction can be strengthened. Reviewing curriculum implementation data, including the alignment of instructional materials, pacing, and instructional practices across grade levels, will help determine whether students are consistently receiving high-quality, standards-aligned instruction. The school should also analyze intervention participation data, including which students are receiving Tier 2 supports, the frequency and duration of interventions, and student progress-monitoring results. Reviewing master schedules and service delivery models will help determine whether all students, including Students with Disabilities, have equitable access to intervention and core instruction. In addition, examining PLC structures, collaboration opportunities among intervention, special education, and general education teachers, attendance trends, and staff capacity data will provide a more complete picture of the systems and supports needed to improve student outcomes.

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.

Higher needs students do not have equal access to Tier 2 instruction. Tier 2 and 3 teachers historically have not had access to PLC work and opportunities for collaboration due to schedule constraints. The school improvement plan will address these inequities by refining schedules to increase access to intervention services, creating structures for collaborative planning and participation in PLCs, provide Professional development opportunities for Tier 2/3 teachers, and strengthen the use of instructional and assessment data to support student learning and accelerate achievement for all student groups.

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: Improve Tier 2 intervention Systems and Access

Priority #2: Increase collaborative systems to improve outcomes for students with disabilities and other at-risk students.

Priority #3: Strengthen Tier 1 instructional strategies for core instruction.

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

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

SMARTIE Goals

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

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

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

Questions to ask and answer when addressing inclusion and equity:

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

SY 2026-2027 SMARTIE Goal #1: By the end of the 2026–27 school year, the percentage of students in the Emergency ELA cohort who achieve at least one year of growth will increase from 59% to 80%. Within this cohort, the percentage of students demonstrating accelerated growth will increase from 29% to 40%. The percentage of Students with Disabilities in the Emergency ELA cohort who achieve one year or more of growth will be comparable to that of non-disabled students in the same cohort, reducing disproportionality in growth 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.

At our mid-year diagnostic check, we will see that 80% of our emergency cohort students will have made at least .5 years growth. Our special education students will be keeping pace with the co-hort growth rate.

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.)*

<p>End of Year Progress Review: (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>				
<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>Our Tier 2 intervention systems will be strengthened around the areas of decoding, fluency and comprehension-building practices for all</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Impact will be measured using district literacy assessments, progress monitoring data, intervention fidelity data,</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Principal, Interventionists, special education teachers, Classroom teacher and PLC coordinator/instructional coach</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>

<p>emergency students. <i>What works Clearing House - Strong.</i></p> <p>What resources will be used for implementation? <i>(For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Training for increased collaboration between interventionists and general education teachers.</p> <p>What resources will be used for implementation? <i>(For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Access to improvement coaching and expertise.</p> <p>What resources will be used for implementation? <i>(For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Out-of-contract hours pay for design, implementation and monitoring of this practice.</p>	<p>and state assessment outcomes. Specific measures will include the percentage of students achieving one year of growth, the percentage of students demonstrating accelerated growth, and growth outcomes for Students with Disabilities compared to their peers. Data will be disaggregated by student group, including Students with Disabilities, English</p>	<p>When will this EBI occur? During the 2026/2027 school year</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>Student progress will be reviewed every 4-6 weeks during PLC meetings using assessment and intervention data. Intervention schedules, student groupings, and instructional supports will be adjusted based on progress monitoring results and fidelity of implementation data.</p>		
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<p><i>What student groups will benefit and why?</i></p> <p>Our emergency level students will benefit because our previous practices were fragmented and inconsistent. Our special education students will benefit significantly because our past practices excluded them from Teir 2 supports.</p>	<p>Learners, and Low-Income students, to monitor equitable outcomes.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Disaggregate data for special education students, to ensure equitable growth comparatively.</p>			
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SY 2026-2027 SMARTIE Goal #2: MATH - By the end of the 26/27 school year, we will increase the number of students demonstrating grade level ability as measured by the SBA levels 2-4 from from 55% to 65%. Our students with disabilities will go from demonstrating 13% grade level ability to 25%, using the same measures.

*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?

PSD is changing to a new screening tool, in the fall of 2026 we will compare the screening tool score to the SBA score and establish a method of showing if our lowest academically students are making accelerated growth.

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.)*



<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 2026-27 school year.</p>	<p>End-of-Year Progress (EOYR) on each EBI and impact during the 2026-27 school year.</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>By June 2027, 100% of elementary classrooms will consistently(3x/week) implement a common math instructional routine (using IM warm up routines) that promotes mathematical discourse and reasoning-aligned to NCTM Effective Mathematics Teaching</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Student work samples demonstrating mathematical reasoning and explanation.</p> <p>School assessment tool.</p> <p>Exit tickets aligned to objective.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Intervention team consisting of Special Education teacher, Instructional coach, Interventionist and Administrator.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p>What is evidence of impact?</p> <p>Click or tap here to enter text.</p>

<p>Practices. ESSA Level Moderate</p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>PD regarding Effective mathematics strategies, IM curriculum and materials, mathematical discourse sentence stems and discussion protocols. Ongoing coaching cycles for teachers.</p> <p>What student groups will benefit and why?</p> <p>Because this is going to be a Tier 1 practice all students will benefit. Multilingual learners, students with disabilities, and students receiving intervention services will benefit from this EBI because it increases access to mathematical language, reasoning, and participation in grade-level mathematics. lick or tap here to enter text.</p>	<p>SBA evidence of increased scores.</p> <p>How will the impact on equitable learning or behavior change be measured?</p> <p>The impact on equitable learning will be measured by increased participation in math discussions and improved proficiency on grade-level math assessments for all student groups. Data will be disaggregated to monitor for disproportionality.</p>	<p>When will this EBI occur?</p> <p>EBI will occur 3x weekly, throughout the school year.</p> <p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>School screening tool 2x/year.</p> <p>Classroom assessment data every 4-6 weeks.</p> <p>SBA – Annually.</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>Improve our use of PLC's to analyze student work, identify misconceptions, develop reteaching plans, and monitor re-teach progress. ESSA Promising</p> <p>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</p> <p>-Professional development</p>	<p>What data will be collected to measure the impact of implementing this EBI?</p> <p>PLC notes</p> <p>Tracking on priority standards assessments</p> <p>School Screening assessments</p> <p>How will the impact on equitable learning or behavior</p>	<p>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</p> <p>PLC teams</p> <p>Instructional Coach</p> <p>When will this EBI occur?</p> <p>2026-2027 School Year</p>	<p>For more EBIs cut and paste the prompts to answer below.</p> <p>Click or tap here to enter text.</p>	<p>For more EBIs cut and paste the prompts to answer below.</p> <p>Click or tap here to enter text.</p>

<p>-Coaching Cycles with instructional Coach</p> <p>What student groups will benefit and why?</p> <p>All students will benefit from these strategies but close monitoring, early identification of misconceptions and ongoing development of effective teaching strategies will have a high impact on struggling students.</p>	<p>change be measured?</p> <p>Data will be disaggregated to monitor disproportionality amongst student groups.</p>	<p>When or how often will progress be monitored or data reviewed? Be as specific as possible.</p> <p>Monthly PLC focus, - Formative assessment tracking on priority standards.</p> <p>2x annual school screening tool</p> <p>Annual SBA</p>		
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SY 2026-2027 SMARTIE Goal #3: Click or tap here to enter text.

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?

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 (activity, practice or strategy) to support SMARTIE Goal and</u>	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.
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<p>the resources used for implementation.</p>				
<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>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p> <p><i>What resources will be used for implementation? (For example, professional development, extended time, curriculum, materials, etc.?)</i></p> <p>Click or tap here to enter text.</p>	<p><i>What data will be collected to measure the impact of implementing this EBI?</i></p> <p>Click or tap here to enter text.</p> <p><i>How will the impact on equitable learning or behavior change be measured?</i></p> <p>Click or tap here to enter text.</p>	<p><i>Who (what team or individual) will be responsible for implementing, measuring, and adjusting the EBI?</i></p> <p>Click or tap here to enter text.</p> <p><i>When will this EBI occur?</i></p> <p>Click or tap here to enter text.</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>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>	<p><i>What impact is the evidence-based intervention having?</i></p> <p>Click or tap here to enter text.</p> <p><i>What is evidence of impact?</i></p> <p>Click or tap here to enter text.</p>

<p><i>What student groups will benefit and why?</i></p> <p>Click or tap here to enter text.</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>	<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 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.

Coversheet

LinkIt! Contract and Information

Section: VI. Action Items
Item: D. LinkIt! Contract and Information
Purpose:
Submitted by:
Related Material: Board Packet LinkIt! Contract.pdf
LinkIt! 2026-27 License Agreement_Prosser School District 116.pdf
Prosser School District 116 LinkIt! Proposal 06-05-26.pdf
LinkIt! West Flyer (2).pdf

BOARD PACKET

TO: Board of Directors
SUBJECT: LinkIt! Contract
AGENDA: Action
DATE: June 24, 2026
PREPARED BY: Kevin Gilman

Background/Information:

LinkIt! is a web-based data capture and analytics platform. Student performance data is stored on a secure remote server (a Microsoft SQL Server Database or its equivalent). Students, teachers, and administrators can access the Software from any computer with an Internet connection, subject to minimum technology requirements.

The LinkIt!™ platform provides the following core functions:

- Development and management of K-12 assessments in all subject areas
- Assignment and delivery of assessments to students either online or paper
- Generation of detailed diagnostic reports at all levels, including individual student, classroom, school, and district-wide information
- Linking of individual assessment items to standards, skills, difficulty, and other analysis categories used for progress monitoring and performance evaluation
- Direct connections from assessment data to instruction
- Automatic scoring of most assessment item formats and comprehensive report generation and customization for the purpose of data disaggregation

Key components of the annual cost include:

- LinkIt Assessment + Data Analytics:
 - Unlimited Dashboards + Reporting
 - Online and paper-based assessments
- Navi Insights:
 - Integrated, secure AI that scans student achievement and demographic data to automatically surface patterns and/or longitudinal trends
 - Apply current educational research to suggest next instructional steps
- Bundle 2:
 - LinkIt Interim Assessments
 - LinkIt Benchmarks (CCSS) and NGSS 3D Science Assessments
 - Mastery Item Bank featuring 81,552 Washington rigorous, standards-based items in Math, ELA, Science, and Social Studies, plus a College Preparation Item Bank (ACT) for grades 2–12
- Data + Support:
 - Complete customer support and ongoing SIS integration
 - 6 data sets loaded and maintained; and Assessment/Data Warehouse
 - Professional Development and Training including specialized PD, implementation planning, and update meetings (Up to 3 days or 18 hours)

The term of this Agreement shall be for a period of one (1) year commencing on the Effective Date (the "Initial Term").



Software License Agreement

This Software License Agreement (this “Agreement”) is made and entered into as of the **1st day of July, 2026** (the “Effective Date”) by and between Advanced Assessment Systems, Inc. (d/b/a LinkIt), having an address of 150 W. 22nd St, 4th Floor, NY, NY 10011 (“Licensor”), and **Prosser School District 116** (“Licensee”).

WHEREAS, Licensor is the publisher of the *LinkIt!*[™] Assessment Management and Analytics Platform (the “Software”), which enables the following core functions:

1. Development and management of K-12 assessments in all subject areas;
2. Assignment and delivery of assessments to students either online or via plain paper bubble sheets;
3. Generation of detailed diagnostic reports at all levels, including individual student, classroom, school, and district-wide information;
4. Linking of individual assessment items to standards, skills, difficulty and other analysis categories used for progress monitoring and performance evaluation;
5. Delivery of assessment content from a variety of sources, including content from Licensor, 3rd party publishers and user-generated content;
6. Direct connections from assessment data to instructional resource library;
7. Authoring and delivery of a variety of assessment item types, including technology-enhanced item types (TEIs);
8. Customization of the test-taking environment with preferences such as highlighting and drawing tools, various tool and symbol palettes and onscreen manipulatives;
9. Automatic scoring of most assessment item formats;
10. Comprehensive report generation and customization for the purpose of data disaggregation.

WHEREAS, Licensee desires to license the Software from Licensor for use in the Licensee’s school(s); and

WHEREAS, Licensor is willing to grant such license and to perform duties with respect to the Software, and Licensee is willing to accept such license, subject to the terms and conditions of this Agreement.

1. LINKIT!™ PRODUCT DESCRIPTION

- A. Linkit!™ is a web-based data capture and analytics platform that may only be accessed by authorized users within the Licensee's organization, subject to the terms of this Agreement. Student performance data is stored on a secure remote server (a Microsoft SQL Server Database or its equivalent). Students, teachers and administrators can access the Software from any computer with an Internet connection, subject to the minimum technology requirements (available upon written request).

2. GRANT OF LICENSE/TERM

- A. Licensor hereby grants Licensee a non-exclusive, non-transferable, non-sublicensable, limited license to utilize the Software, including all future upgrades provided by Licensor, subject to earlier termination or renewal pursuant to the terms hereof.

The term of this Agreement shall be for a period of one (1) year commencing on the Effective Date (the "Initial Term").

- B. Ownership of the Software shall remain vested in Licensor. Nothing in this Agreement shall be construed as transferring ownership of any intellectual property rights of Licensor in the Software to Licensee. Licensee will not copy, reverse engineer or decompile the Software, access the source or object code, other than as specifically permitted under this Agreement. Licensee will not create any copyrightable derivative works of the Software and waives all rights it may acquire in any such works and assigns to Licensor any such rights Licensee may acquire in any such works.
- C. This Agreement may be terminated prior to the end of the Term as follows:
- (1) At any time by mutual written agreement of the parties;
 - (2) By either party if the other party commits any material breach of its obligations hereunder and fails within fifteen (15) days of written notice to cure the same. Any such termination shall be without prejudice to any other rights that may have accrued to it hereunder; or
 - (3) By either party immediately by written notice if the other party files a petition in bankruptcy, goes into liquidation, admits that it is insolvent, makes an assignment for the benefit of creditors, or has a petition in bankruptcy or receivership filed against it and such petition is not dismissed within thirty (30) days following filing.
- D. In addition to this Section 2, the obligations set forth in Sections 5, 6, 7, 9, 10 and 11 shall survive termination of this Agreement and shall bind the parties and their legal representatives, successors, heirs and assigns.

3. SUPPORT SERVICES

Licensor agrees to provide the software maintenance and support services set forth on Appendix A attached hereto.

4. PAYMENT/COST PROPOSAL

Please refer to per annual licensing fees as well as training/start up data integration costs in appendix B. Licensee will pay Licensor within 60 days following execution of this Agreement or any extension thereof (whether automatic extension or otherwise), or in accordance with a validly issued purchase order, whichever is first. Prior to expiration of the Term, Licensor will provide a renewal quote to Licensee for the annual licensing fees as well as any other costs due under any Renewal Term.

5. CONFIDENTIALITY

- A. Licensee hereby acknowledges and agrees all or a portion of the Software materials are subject to copyright protection of the Licensor and/or other intellectual property rights of Licensor. The Licensee agrees that it will not share in any way the Software materials, including, but not limited to, test items, proposals and training materials, provided under this Agreement with any party that is not privy to this Agreement.
- B. Each party acknowledges that during the Term the other party may disclose confidential and proprietary business or technical information concerning the subject matter hereof to the other party. The receiving party agrees to hold such information in confidence and employ reasonable precautions (at least as protective as the precautions it uses to protect its own confidential information) to protect the disclosing party's confidential information from unauthorized duplication, use or disclosure. "Confidential information" subject to these provisions shall not include information that the receiving party can establish (i) was known to the receiving party prior to disclosure hereunder without an obligation of confidentiality; (ii) was obtained by the receiving party from a third party having the right to disclose it; (iii) was or became generally available to the public without violation of this Agreement; (iv) was disclosed with the written authorization of the disclosing party; or (v) was developed by the receiving party independent of any reference to the information and independent of the participation of any person who had access to the information. Licensor will only disclose Confidential Information to its authorized subcontractors, agents, consultants and auditors (collectively "Third Parties") on a "need to know" basis and only provided that all such subcontractors, agents, consultants and auditors have executed written confidentiality obligations requiring them to abide by commitments similar in scope to which Licensor is committing itself under this Section 5B.

6. REPRESENTATIONS AND WARRANTIES

- A. The Licensor represents and warrants to the Licensee that:
- (1) It controls or has rights to all texts, art and photographs contained in the *LinkIt!*[™] Software Program; and
 - (2) It has the authority to license such rights to the Licensee on a non-exclusive basis.
- B. Each party hereby represents and warrants to the other that:
- (1) It has all requisite corporate power and authority (or if a party is not a corporation, such party represents and warrants that it has sufficient power and authority under its organizational documents or agreements) to enter into this Agreement and to carry out the transactions contemplated hereby;
 - (2) The execution, delivery, and performance of this Agreement and the consummation of the transactions contemplated hereby have been duly authorized by all requisite corporate (or, as applicable, other entity) action on the part of such party;
 - (3) This Agreement has been duly executed and delivered by such party and (assuming the due authorization, execution, and delivery hereof by the other party) is a valid and binding obligation of such party and enforceable against it in accordance with its provisions; and
 - (4) Its entry into this Agreement does not violate or constitute a breach of any agreement to which it is a party or otherwise bound.

7. DATA SECURITY & RETENTION

- A. The Licensor represents and warrants to the Licensee that it will not sell, share, distribute or otherwise grant access to any confidential and personally identifiable student information to any third party without the explicit written consent of the Licensee, unless such third party is a contractor or subcontractor of Licensor, and Licensor will be responsible for such third party's maintaining the confidentiality requirements and privacy statement obligations as Licensor with respect to such confidential and personally identifiable student information.
- B. Licensor's security policy prohibits unsecure transfer of student data. Licensee agrees to convey student data to Licensor only via authorized templates and secure, authenticated, transfer methods, including, but not limited to the LinkIt! API (documentation available at api.linkit.com) and secure FTP (SFTP) transfer.
- C. The parties acknowledge that (a) the student data may include personally identifiable information ("PII data") from education records that are subject to FERPA ("FERPA Records"); and (b) to the extent that student data includes FERPA Records Licensor will be considered a "School Official" (as that term is used in FERPA and its implementing regulations) and will comply with FERPA as required.

- D. Upon receipt of a duly authorized written request by Licensee, Licensor shall purge all PII data from its database pertaining to the Licensee's account within ten (10) business days. Upon written request by Licensee, an export of such data may be provided for an additional fee.
- E. In the event that this Agreement is i) terminated prior to the expiration of the Initial Term or any extension thereof, or ii) not renewed upon expiration of the initial Term or any Renewal Term thereof, Licensor shall purge all PII data pertaining to the Licensee's account within sixty (60) days of termination.
- F. Both parties acknowledge that once such PII data is purged pursuant to 7D or 7E above, such data shall be considered permanently deleted. Licensee further acknowledges that termination or failure to renew this Agreement may result in the irrecoverable deletion of its data by Licensor and that Licensor shall bear no responsibility for such data loss. Notwithstanding the foregoing, student data that obscures any PII data therefrom in a way that removes or minimizes the risk of disclosure of the PII data may be used by Licensor for the purposes of development, research, marketing and improvement of educational sites, services, or applications, as any other member of the public or party would be able to use de-identified data pursuant to 34 CFR 99.31(b).

8. COPYRIGHTED MATERIALS

- A. Licensee explicitly acknowledges that it will secure permission from any applicable 3rd parties prior to uploading copyrighted materials to Licensor's Software.
- B. Licensee acknowledges that it may elect to participate in optional Licensor service offerings such as LinkIt! *Prime*, either as part of this Agreement or extensions thereof, in which Licensor staff members may upload materials provided by Licensee directly to the Licensor's Software for use by authorized users in Licensee's organization. Licensee agrees to secure and represents and warrants that it has received written permission from copyright holders *prior* to conveying such materials to Licensor for uploading.
- C. Whether uploaded directly by Licensee or by Licensor as part of a service offering, in no case will Licensor offer copyrighted materials to any 3rd party that is not a party to this Agreement without the explicit written consent of Licensee, nor will Licensor seek to monetize these materials by charging Licensee's users (or any other users) for access to the uploaded content.
- D. In the event that Licensee receives notification that copyrighted material has been posted to Licensor's platform without proper permission, Licensee agrees to a) provide Licensor with written evidence of permission, or B) promptly remove all such materials and hold Licensor harmless against any 3rd party claims resulting from the unauthorized posting of content. Licensee further agrees not to seek remuneration or reimbursement of any fees in the event that such content is removed from the Software.

9. LICENSEE CREATED CONTENT

- A. As between Licensor and Licensee, all content uploaded or otherwise placed on or entered into the Software by or on behalf of Licensee (“Licensee Content”) belongs solely to Licensee (or those parties who licensed Licensee to use it).
- B. Licensor agrees that it shall not make any use of Licensee Content except for the limited purpose of assisting Licensee with Licensee’s use of the Software, nor shall it provide access to Licensee Content to anyone who is not either (a) an employee or authorized user of Licensee or (b) an employee, consultant or agent of Licensor who is assisting Licensee with the use of the LINKIT platform.
- C. Upon the expiration or termination of this Agreement, Licensor will remove all of Licensee Content from the Software.

10. DISCLAIMER OF WARRANTIES

Except as specifically provided herein, each party disclaims all warranties, whether express, implied or statutory, including all implied warranties of merchantability, non-infringement and fitness for a particular purpose. In addition, Licensor does not warrant that the Software shall operate in combinations other than as specifically specified in writing by Licensor or that the operation of the Software shall be uninterrupted or error-free.

11. LIMITATION OF LIABILITY

In no event shall either party or its suppliers be liable for any special, indirect or consequential loss or damage arising out of or in any way relating to this Agreement, including, but not limited to, economic loss, loss of profits, loss of opportunity, even if such party has been advised of the possibility of such damages. The limitation of liability provided in this Section 11 shall apply even if the warranties provided in Section 6 fail of their essential purpose. Notwithstanding the foregoing, nothing in this Agreement shall operate to exclude or restrict either party’s liability for: (i) death or personal injury resulting solely from the negligence of the defaulting party; (ii) breach of any applicable legislation; (iii) the fraud or willful default of the defaulting party; or (iv) the indemnification and third party consent obligations.

12. ASSIGNMENT

This Agreement may be assigned to a third party by the Licensor under the same terms and conditions contained herein. Licensee may not assign this Agreement to any third party without the prior written consent of Licensor. This Agreement shall be binding up and inure to the benefit of the parties hereto and their respective heirs, legal representatives, successors and assigns.

13. NOTICES

All notices, consents and other communications required or permitted under this Agreement shall be in writing and sent by electronic mail, registered or certified mail, postage prepaid, transmitted by facsimile transmission confirmed by mail as set forth above or sent by overnight courier (if delivery is confirmed by the courier) to the addresses indicated on the first page of this Agreement, or such other address as either party may indicate by at least ten (10) days prior notice to the other party.

14. ENTIRE AGREEMENT AND AMENDMENT

This Agreement sets forth the entire agreement and understanding between the parties relating to the subject matter hereof, and supersedes any prior agreement entered into between such parties relating to the subject matter hereof. This Agreement shall be binding on the parties and their respective successors and assigns. No modification of any of the terms of this Agreement will be valid unless in writing and signed by both parties.

15. WAIVER AND SEVERABILITY

The failure of a party to require performance by the other party of any provision hereof shall not affect the right to require performance at any time thereafter, nor shall the waiver by either party of a breach of any provision hereof be taken or held to be a waiver of the provision itself. If any provision of this Agreement is held to be invalid or unenforceable, the remaining provisions of this Agreement shall remain in full force and the invalid or unenforceable provision shall be changed and interpreted to best accomplish the provision within the limits of the law.

16. GOVERNING LAW AND JURISDICTION

This Agreement shall be deemed to have been entered into in the State of Delaware and subject to the laws applicable to agreements executed and/or performed therein. Each party hereby agrees to submit to the exclusive *in personam* jurisdiction of the courts of the State of Delaware for the resolution of all disputes between them, or, if jurisdictional prerequisites exist at the time, to the sole and exclusive *in personam* jurisdiction of the Superior Courts of the State of Delaware.

17. COUNTERPARTS

This Agreement may be executed simultaneously in two or more counterparts, each of which shall be considered an original, but all of which together shall constitute one and the same instrument.

18. RELATIONSHIP OF THE PARTIES

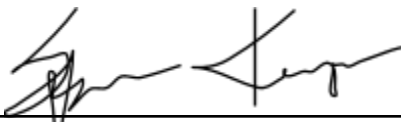
This Agreement does not constitute a partnership, joint venture or any other agency relationship or employment relationship between the Licensor and the Licensee.

[SIGNATURES ON NEXT PAGE]

IN WITNESS WHEREOF, the parties hereto have caused this Software License Agreement to be duly executed on the date and year first above written.

LICENSOR:

LinkIt!

By: 
Name: Spencer Kerrigan
Title: Chief Revenue Officer

LICENSEE:

By: _____
District:

Name:

Title:

APPENDIX A

Support Services

Licensor will: (i) provide maintenance and support for the Software ("Maintenance Services"), (ii) provide data and data support relating to the Software ("Data Services") and (iii) provide operations to effect the Maintenance Services and the Data Services, as follows:

1. MAINTENANCE SERVICES

1.1 SCOPE OF SERVICES

(a) The following are the Maintenance Services that will be provided by Licensor in connection with the Software:

Licensor shall:

- (i) develop and provide corrections, changes, or workarounds ("Corrections") for any defects, errors, or malfunctions in the Software, (collectively, "Defects"), discovered by Licensee or Licensor, on a timely basis, given the nature and scope of the Defect;
- (ii) provide to Licensee all improvements, modifications enhancements ("Improvements", which term will not include improvements, modifications or enhancements (A) that contain significant new or improved functionalities available only through an upgrade to a paid version of LinkIt! Software or (B) that are developed by Licensor specifically for its other customers that are specific to the systems, content or software of such other customers and which Licensor does not have the right to license to its licensees) to the Software that Licensor shall make or acquire from time to time and which Licensor makes available to its licensees generally; and
- (iii) provide Licensee any upgrade releases ("Upgrade Releases") to the Software and all new Versions and Releases of the Software that Licensor makes available to its licensees generally; provided, however, that if any such Version or Release contains significant new or improved functionalities, Licensor shall have the right to make such Version or Release available to Licensee only upon the payment of additional license fees, or upon such other terms as the Licensor requires of its licensees generally therefore. "Versions" shall be designated by a change in the digits to the left of the decimal point, and "Releases" shall be designated by a change in the digits to the right of the decimal point.

(b) All computer programs delivered pursuant to the Maintenance Services shall be considered "Software" and subject to all the terms and conditions of the License Agreement.

(c) Licensors shall provide Maintenance Services directly to approved representatives of Licensee ("Power Users") but not to individual End Users such as teachers. Power Users will be the primary point of contact from the Licensee and will receive at minimum two (2) hours of additional training on various aspects of the Software.

(d) Licensors shall at all times provide Maintenance Services for at least the current Release of the Software; provided that such Release is available via auto-update upon launching the Software. In the event that such release is not available via auto-update upon launching the Software, Licensors shall be obligated to maintain a previous Release for a minimum sixty (60) days after the current Release was made available to Licensee.

1.2 BASIC MAINTENANCE

The Licensors shall maintain a technical support entry point via toll-free telephone and email address, which will be staffed by knowledgeable persons capable of providing technical assistance regarding the Software, its functionality, databases, operations, utilities and supporting documentation. Such telephone or email assistance will be available to the Licensee on a daily basis during regular working hours (8:00 a.m. to 6:00 p.m. Eastern time Monday through Friday). This technical support entry point will also coordinate problem resolution and keep the Licensee informed of efforts to remedy any problem situation until complete restoration of the service. Notwithstanding the foregoing, the first line of support will be the Licensee's Power Users who will contact and escalate the problem to Licensors when necessary.

1.3 CHANGE MANAGEMENT

The LinkIt! Software platform is updated on a regular basis in an effort to add new features, improve existing features and general system performance. Licensors reserves the right to post updates in its sole discretion, but shall provide Licensee with notice of any material changes to the services provided hereunder or any changes that could materially affect Licensee's use of the Software as contemplated in this Agreement. Descriptions of such changes will be provided via the LinkIt! Insight quarterly newsletter and/or posted to the login page of the LinkIt! portal.

2. DATA SERVICES

2.1 SCOPE OF SERVICES

(a) Licensors maintains its data center in the Amazon.com EC2 (Elastic Compute Cloud) hosting facility (the "Hosting Facility", which shall include any other location to which Licensors may move its data center in the future), from which Licensors manages data on student assessment and provides such data to Licensee for use with the Software.

(b) Licensee maintains its data center(s) (the "Licensee Facility") including media labs/computers/scanners/LAN/servers/SIS/LMS, and all other hardware and software on its own premises.

(c) The operation of the Hosting Facility (including all software running in such facilities) are the sole responsibility of Licensors and the operation of the Licensee Facility is the sole responsibility of Licensee.

- (d) As part of the data management services provided hereunder, Licensor will:
- (i) Receive and manage student information uploads to the Software, including class rosters and assessment data, provided that these downloads are submitted in electronic format via FTP transfer or other secure method, in accordance with formatting templates provided by the Licensor, and consistent with guidelines established by FERPA and COPPA. Student information uploads received in formats other than those provided in Licensor's formatting templates or via unsecured methods may not be accepted.
 - (ii) Process such data such that it is in a form suitable for use with the Software within seven (7) working days of receipt of said data.
 - (iii) Conduct training for authorized Power Users designated by the Licensee to upload class roster data, make changes to student data, and perform other routine data management functions directly.

3. OPERATIONS SERVICES

3.1 HOSTING FACILITY

Licensor will operate and maintain the Hosting facility via Web-based controlled panels provided by Amazon. Such operation and maintenance will include, without limitation, the acquisition, installation, maintenance, upgrading, monitoring and all aspects of the operation of all servers, databases and software instances and all services related thereto. Any problem with the Hosting Facility itself may fall out of the control of Licensor. In such cases, Licensor will work directly with representatives from the Hosting Facility to ensure a prompt resolution of the problem in accordance with the terms of a separate service agreement between Licensor and Hosting Facility.


3.2 COMMUNICATIONS

(a) The Licensor will receive data at the Hosting Facility and transmit data from said facility via the Internet. Licensor shall at all times maintain agreements for high-speed connections for the receipt and transmission of such data (except that Licensee acknowledges that Licensor does not have direct control of Licensees Internet access, connection speed, network configuration or other local factors which may affect use of the Software).

(b) Licensee expressly acknowledges that the flow of data to or from the Hosting Facility will depend in large part on the performance of hardware, software and services provided or controlled by third party communications providers, including providers previously contracted by the Licensee. Licensor disclaims any and all liability resulting from or related to Licensee's inability to communicate with the Hosting Facility (via the Software), to the extent such inability is the result of the failure of hardware, software or services provided by such third party communications provider.

APPENDIX B

Annual licensing fees and Data Integration Costs

						
Term: July 1, 2026 - June 30, 2029						
Software + Content	Description	Unit	Quantity	2026-27 Cost	2027-28 Cost	2028-29 Cost
LinkIt Assessment + Data Analytics	Unlimited Dashboards + Reporting, online + paper based assessment, eliminate spreadsheets (\$3.95/stu)	Student	2,500	\$9,875	\$10,250	\$10,625
Navi Insights	Integrated, secure AI scans student achievement and demographic data to automatically surface patterns, longitudinal trends, and apply current ed. research to suggest next instructional steps. (*\$1.00/stu - will require TBD usage cap)	Student	2,500	\$2,500	\$2,500	\$2,500
Bundle 2: LinkIt Interim Assessments	LinkIt Benchmarks (CCSS), NGSS 3D Science Assessments	Student	2,500	\$5,000	\$5,000	\$5,000
Mastery Item Bank by Instructure	81,552 Washington rigorous, standards-based items (Math, ELA, Science, and Social Studies) & College Preparation Item Bank (ACT)- 2nd-12th Grade	Student	1,250	\$5,000	\$5,000	\$5,000
State-Released Content	State released standards-aligned assessments available on the platform for teachers to administer and students to practice for state assessments	Student	2,500	Complimentary	Complimentary	Complimentary
Navigator Analytics						
SBAC Comp Reports	5-yr analysis reports: Peer Comparison, Percentile + Ranking, & Longitudinal Analytics	District Reports	3	Complimentary	Complimentary	Complimentary
Implementation + Support						
Online Help Resources and videos	Complete library of support videos, help docs, user guides.	Online library	1	Complimentary	Complimentary	Complimentary
Data + Support	Complete customer support, ongoing SIS integration and 6 data sets loaded and maintained (3 complimentary).	Support	1	\$6,000	\$6,000	\$6,000
			Total	\$28,375	\$28,750	\$29,125
Professional Development						
Assessment/Data Warehouse PD + Training	Specialized PD, Implementation planning + update mtgs, up to 3 days or 18 hours (PD \$2,350/6 hrs)	Day	See description	\$7,050	\$7,050	\$7,050
			TOTAL COST	\$35,425	\$35,800	\$36,175

APPENDIX C

CLIENT LICENSE AGREEMENT TERMS AND CONDITIONS

Distributor must assure that its Clients execute a written License Agreement with terms and conditions respecting the FAIB and Certica substantially similar to, and no less restrictive than, the following:

LICENSE GRANT: The Distributor's Client (the "Licensee") is hereby granted a limited, non-exclusive, non-transferable right and license to access and use the FAIB within the State in which the Licensee is organized, authorized and resides (the "Licensee Territory") to provide noncommercial access to and use of any or all of the items from Certica Solutions, Inc.'s Formative Assessment Item Bank (referred to herein as the "FAIB" or individual items, materials associated with the items such as reading passages and graphics, and scoring materials from the FAIB as "Items") to students registered within the Licensee's schools/districts for the sole purpose of performing formative assessments of those students (the "License"). The Licensee is strictly prohibited from using or promoting any Items in the FAIB as high stakes assessments. The results of high-stakes assessments are used for purposes other than improving instruction and student learning, such as graduation tests, college admissions tests and teacher evaluation assessments. All rights, licenses and privileges not expressly granted to the Licensee under the License will remain exclusive to Certica Solutions, Inc. ("Certica"). Without limiting the generality of the foregoing, the Licensee acknowledges that Certica retains all rights under copyright and all other intellectual property rights in and to the FAIB, all Items included therein, all revisions, modifications, translations, or other adaptations or transformations of the FAIB or the Items, including assessments, and other derivative works created there from (collectively the "Derivative Works"). The Licensee's rights to access and use the FAIB, the Items and all Derivative Works thereof shall terminate upon the earlier of (i) termination of the agreement between the Licensee and Distributor granting this License, or (ii) termination of Distributor's right and license to distribute the FAIB. Licensee acknowledges that use of the FAIB, the Items and all Derivative Works, thereof after termination of the License is strictly prohibited and would constitute infringement of Certica's proprietary rights.

Pursuant to the License, the Licensee acknowledges and agrees that certain Items in the FAIB may include material licensed by third parties to Certica ("Third Party Content") and that Certica's rights in and to such Third Party Content may expire or otherwise terminate during the term of the License. Any rights in and to Third Party Content will at all times be limited and subject to Certica's rights in and to the respective Third Party Content, notwithstanding anything to the contrary in the Licensee's agreement with Distributor. Throughout the term of the License Certica will have the right, at its sole discretion, to modify the FAIB, and to delete, and require the deletion by the Licensee, of specific Items and/or passages from the FAIB.

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CERTICA WILL HAVE NO LIABILITY UNDER THE LICENSEE'S AGREEMENT WITH DISTRIBUTOR. IN NO EVENT SHALL CERTICA BE LIABLE FOR CONSEQUENTIAL, INCIDENTAL, PUNITIVE OR OTHER INDIRECT DAMAGES. FURTHERMORE, NOTWITHSTANDING ANYTHING CONTAINED IN THE AGREEMENT TO THE CONTRARY, UNDER NO CIRCUMSTANCES SHALL CERTICA BE LIABLE TO LICENSEE OR ANY THIRD PARTY FOR ANY DAMAGES IN EXCESS OF THE FEES PAID TO CERTICA BY OR ON BEHALF OF THE LICENSEE PURSUANT TO THE LICENSE OR THE LICENSEE'S AGREEMENT WITH DISTRIBUTOR DURING THE TWELVE-MONTH PERIOD IMMEDIATELY PRECEDING SUCH CLAIM.

Initial: _____



Term: July 1, 2026 - June 30, 2029

Software + Content	Description	Unit	Quantity	2026-27 Cost	2027-28 Cost	2028-29 Cost
LinkIt Assessment + Data Analytics	Unlimited Dashboards + Reporting, online + paper based assessment, eliminate spreadsheets (\$3.95/stu)	Student	2,500	\$9,875	\$10,250	\$10,625
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Navigator Analytics						
SBAC Comp Reports	5-yr analysis reports: Peer Comparison, Percentile + Ranking, & Longitudinal Analytics	District Reports	3	Complimentary	Complimentary	Complimentary
Implementation + Support						
Online Help Resources and videos	Complete library of support videos, help docs, user guides.	Online library	1	Complimentary	Complimentary	Complimentary
Data + Support	Complete customer support, ongoing SIS integration and 6 data sets loaded and maintained (3 complimentary).	Support	1	\$6,000	\$6,000	\$6,000
			Total	\$28,375	\$28,750	\$29,125
Professional Development						
Assessment/Data Warehouse PD + Training	Specialized PD, Implementation planning + update mtgs, up to 3 days or 18 hours (PD \$2,350/6 hrs)	Day	See description	\$7,050	\$7,050	\$7,050
			TOTAL COST	\$35,425	\$35,800	\$36,175

Data Warehousing

Collect, store, and analyze all your data sets with easy-to-use dashboards and drill-down reporting capabilities for a more holistic view of student learning

Assessment Solutions

Full support for online and paper-based test administration, advanced test authoring tools, and an extensive content library of benchmark assessments, item banks, and progress monitoring tools



Navigator Analytics

Advanced custom reporting and consulting service that identifies patterns and trends to improve decision making and data fluency

Intervention Manager

An online management suite to support and enhance your processes for MTSS/RTI, Gifted, ML/ELLs, 504 Plans, Behavior, and SEL

No-cost, no-risk pilots available

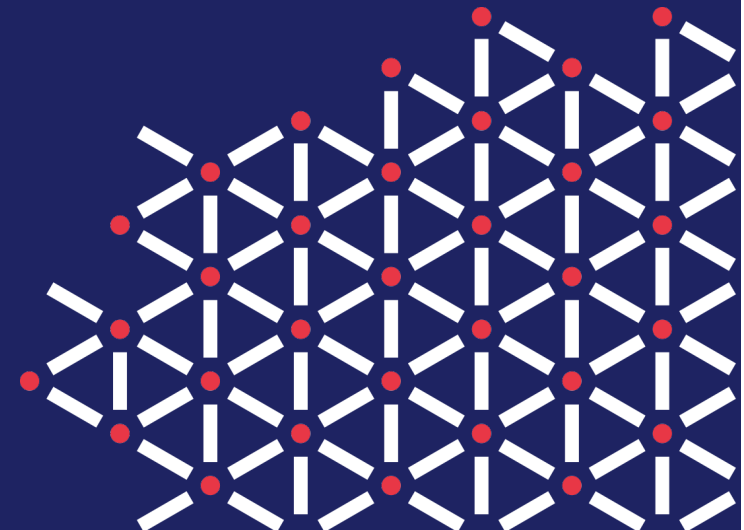


Joe Wykowski, Ed.S.

Account Director | **LinkIt!**

joew@linkit.com | (503) 312-6089

linkit.com

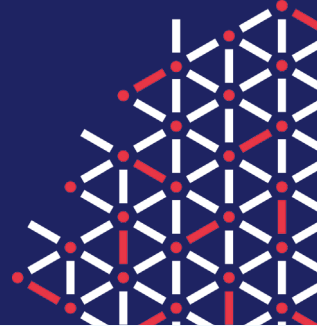




Collect. Analyze. Grow.

Intervention Manager

An online management suite to support and enhance your processes for MTSS/RTI, Gifted, ML/ELLs, 504 Plans, Behavior, and SEL



Grouping

Set customizable performance criteria using one or more datasets to auto-tier students, determine program eligibility, establish early warning systems and watch lists, and generate rosters

Intervention, Goals, Progress Monitoring

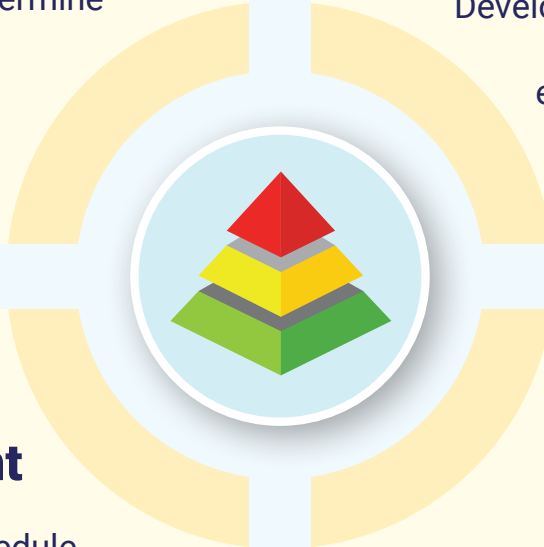
Develop individual or group plans, establish goals for academics, behavior, social-emotional, executive functioning, and attendance, track and chart progress monitoring data

Process and Communication Management

Automate workflows, organize teams, schedule meetings, establish protocols, assign tasks, and set reminders for documents and plans

Research-Based Resources

Explore and personalize documents, plans, interventions, goals, and content materials from our Intervention Manager library



Joe Wykowski, Ed.S.

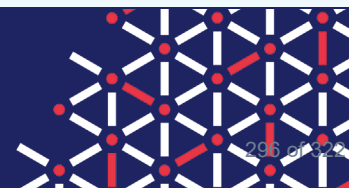
Account Director | joew@linkit.com
(503) 312-6089 | linkit.com



Frankie Jones

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Coversheet

Certificated Personnel

Section: VII. Consent Items
Item: A. Certificated Personnel
Purpose: Vote
Submitted by:
Related Material: June 24, 2026- Classified Personnel.pdf
June_24__2026-_Certified_Personnel.pdf

BOARD PACKET

TO: Board of Directors
SUBJECT: Classified Personnel
AGENDA: Consent
DATE: June 24, 2026
PREPARED BY: Kim Casey, *Superintendent*

CLASSIFIED EMPLOYEES

New Hires:

- Macy Clough- PHS Assistant Volleyball Coach
- Crystal Jacobo- PHS Assistant Girl's Soccer Coach

Resignations:

- Crystal Jacobo- HMS Girl's Soccer Coach

BOARD PACKET

TO: Board of Directors
SUBJECT: Certificated Personnel
AGENDA: Consent
DATE: June 24, 2026
PREPARED BY: *Kim Casey, Superintendent*

CERTIFICATED EMPLOYEES

New Hires

- Melissa Ramirez- PHS Resource Room Teacher (Math)
- Olivia Lenoue- PHS Secondary Music Teacher

Resignations:

- Jose Martin- PHS Teacher effective 06/22/2026

Coversheet

Approval of Minutes

Section: VII. Consent Items
Item: B. Approval of Minutes
Purpose: Vote
Submitted by:
Related Material: June 10, 2026 - Regular Board Meeting (English).pdf
June 10, 2026 - Regular Board Meeting (Spanish).pdf
June 17, 2026 - Special Board Meeting (English).pdf
June 17, 2026 - Special Board Meeting (Spanish).pdf

REGULAR BOARD MEETING

Meeting Minutes

Prosser School District Boardroom
1203 Prosser Ave.
Prosser, WA 99350

Wednesday, June 10, 2026 at 6:00 PM

I. Opening Items

A. 6:00 p.m. Call to Order Regular Board Meeting

The regular board meeting of the Board of Directors of Prosser School District was called to order at 6:00 p.m. by President Jason Rainer.

B. Pledge of Allegiance

C. Record Attendance – Roll Call

President Jason Rainer – Present

Director Elisa Riley – Present

Director Frank Vermulm – Present

Director Brian Weinmann – Present

Vice President Michelle O'Brien – Present via Zoom

Superintendent Kim Casey – Present

Assistant Superintendent Deanna Flores – Present

Director of Finance and Operations Shawn Cook – Present

Student Representative Olivia Smasne – Present

Student Representative Ezri Roy – Present

Student Representative Reagan Andrews – Present

D. Approval of Agenda

Motion to approve the agenda by Director Elisa Riley, seconded by Director Brian Weinmann. The motion passed.

II. Protocol for Addressing the Board

A. Welcome to the Board Meeting!

III. Hearing of Visitors

No public comment.

IV. Information Items

A. 2026/26 Prosser School District Retiree Recognition

Superintendent Casey recognized the Prosser School District's 2025/26 retirees and expressed appreciation for their many years of dedicated service to students, staff, and the community. The Board acknowledged their contributions across a wide range of roles, including instruction, student support, transportation, and district services, and

Regular Board Meeting June 10, 2026

thanked them for their commitment and lasting impact on the district. The retirees were congratulated and wished the very best in their retirement.

V. Student Representative Reports:**A. Student Representative Olivia Smasne**

Student Representative Olivia Smasne shared that students are looking forward to summer and highlighted the yearbook team's work on a Netflix-themed yearbook. She also noted that the volleyball program will be hosting a camp for students in grades 1–8 on July 8.

B. Student Representative Ezri Roy

Student Representative Ezri Roy reported that ASB and leadership programs are meeting to plan themes and activities for the upcoming school year. She also shared that the basketball program will host a Mustang Hoop Camp on June 15–16 for boys and girls in kindergarten through 8th grade and noted that planning is underway for freshman camp and orientation activities.

C. Student Representative Reagan Andrews

Student Representative Reagan Andrews shared that the junior class is beginning to plan fundraising ideas to support upcoming class activities and needs. She also noted that the district is currently seeking applicants for various coaching positions, including a head cross country coach. Additionally, ASB recently held its passing of the gavel ceremony, with newly elected officers officially taking their positions on the council.

VI. Action Items:**A. Vouchers and Payroll**

Motion to approve Vouchers and Payroll by President Jason Rainer, seconded by Director Frank Vermulm. The motion passed.

VII. Consent Items:**A. Certificated Personnel****B. Classified Personnel****C. Approval of Minutes**

Motion to approve the Consent Items by Director Elisa Riley, seconded by Director Brian Weinmann. The motion passed.

VIII. Reports:**A. Director of Grants, Assessment and Elementary Programs Kevin Gilman**

Director of Grants, Assessment, and Elementary Programs Kevin Gilman was absent.

B. Director of Finance and Operations Shawn Cook

Director of Finance and Operations Shawn Cook was welcomed to the board table following the start of her role on June 1. She shared that she is currently onboarding and working closely with district staff on budgeting, salary projections, and operational planning for the upcoming school year, while also beginning training through the Washington Association of School Business Officials program to expand her knowledge of school finance and operations. She noted she is in the early stages of the program

Regular Board Meeting June 10, 2026

and will continue progressing through coursework and badges over the next year as part of her professional development.

C. Assistant Superintendent Deanna Flores

Assistant Superintendent Deanna Flores expressed appreciation for the district's retirees, recognizing their long careers of service and the impact they have made on students and schools. She also reflected on recent graduation events, noting the success of scholarship night and the community's strong support of students pursuing postsecondary opportunities. Additionally, she reported that the district's Comprehensive Program Review concluded positively, with only minor follow-up items remaining, and commended staff for their work in preparing for and supporting the review process.

D. Superintendent Kim Casey

Superintendent Kim Casey addressed district financial conditions, stating that the district is expected to enter binding conditions by the end of the 2025/26 fiscal year and emphasized that ongoing budget challenges have been discussed regularly in meetings and public updates. She noted continued efforts to reduce expenditures through fund reallocation and grant usage where allowable and previewed an upcoming detailed expense presentation. She also discussed the volume and impact of public records requests on district resources, upcoming summer projects and surplus sales, and expressed appreciation for staff, students, and the community, highlighting a successful graduation season and significant scholarship support for the Class of 2026.

IX. Board Members' Reports**A. Vice President Michelle O'Brien**

Vice President Michelle O'Brien congratulated the Class of 2026 graduates and expressed appreciation for staff across the district for their collective efforts in supporting students through graduation. She noted that graduation was a success and acknowledged the importance of all employees in helping students reach this milestone. She concluded by wishing everyone a safe and enjoyable summer.

B. Director Brian Weinmann

Director Brian Weinmann wished staff, students, and administration a great end to the school year and summer, expressing appreciation for their work throughout the year. He also extended well wishes to retirees, sharing personal reflections on several individuals whose work had a meaningful impact on his family and the community, and thanked all retirees for their years of dedicated service to the district.

C. Director Frank Vermulm

Director Frank Vermulm reported that the Governor has identified a proposed "away for the day" cell phone restriction as a legislative priority, noting it will require legislative approval and may impact district procedures if adopted. He also shared positive reflections on graduation, expressing appreciation for the celebration of students and retirees, and highlighted the strong relationships between staff and students observed during the event.

D. Director Elisa Riley

Regular Board Meeting June 10, 2026

Director Elisa Riley expressed appreciation for the positive feedback received regarding graduation and highlighted Principal Brian Bailey's engagement with students during the ceremony. She also recognized the success of scholarship night, noting the significant amount of local scholarship support and commending staff for their work in organizing the event and coordinating with scholarship committees. Additionally, she shared updates on student activities, including athletics, elementary and high school performances, dance events, and other upcoming community opportunities, emphasizing the strong participation and talent across the district.

E. President Jason Rainer

Board President Jason Rainer expressed regret at missing graduation but noted it is always a meaningful event and expressed appreciation that it went well. He wished students, staff, and families a safe and enjoyable summer, noting how quickly the school year passes. He also shared that he volunteered at Whitstran Playday, where he helped supervise a squirt gun activity and enjoyed spending time with students during the event.

X. Closing Items

A. Future Meetings

Special Board Meeting, June 17, 2026, Prosser School District Boardroom, 6:00pm

Regular Board Meeting, June 24, 2026, Prosser School District Boardroom, 6:00pm

B. Adjourn Meeting

The Regular Board Meeting adjourned at 6:29pm

Clerk to the Board

Board President

Secretary to the Clerk of the Board

Regular Board Meeting June 10, 2026

Attachment A – Zoom Chat

N/A

REUNIÓN ORDINARIA DE LA JUNTA

Actas de la Reunión

Sala de Juntas del Distrito Escolar Prosser
1203 Prosser Ave.
Prosser, WA 99350

Miércoles, 10 de junio de 2026 a las 6:00 PM

I. Puntos de Apertura

A. 6:00 p.m. Convocatoria a la Reunión Ordinaria de la Junta. La reunión ordinaria de la Junta directiva del distrito escolar de Prosser fue declarada abierta a las 6:00 p.m. por el presidente Jason Rainer.

B. Juramento a la Bandera

C. Registro de Asistencia – Pase de lista

Presidente Jason Rainer – Presente
Directora Elisa Riley – Presente
Director Frank Vermulm – Presente
Director Brian Weinmann – Presente
Vicepresidenta Michelle O'Brien – Presente vía Zoom

Superintendente Kim Casey – Presente
Subdirectora Deanna Flores – Presente
Directora de Finanzas y Operaciones Shawn Cook – Presente

Representante Estudiantil Olivia Smasne – Presente
Representante Estudiantil Ezri Roy – Presente
Representante Estudiantil Reagan Andrews – Presente

D. Aprobación de la Agenda

Moción para aprobar la agenda por la directora Elisa Riley, secundada por el director Brian Weinmann. La moción fue aprobada.

II. Protocolo para Dirigirse a la Junta

A. ¡Bienvenidos a la Reunión de la Junta!

III. Audencia de Visitantes

Sin comentarios públicos.

IV. Información

A. Reconocimiento de Jubilados del Distrito Escolar Prosser 2026/26

La superintendente Casey reconoció a las personas que se jubilaron del distrito escolar Prosser 2025/26 y expresó su agradecimiento por sus muchos años de servicio dedicados a estudiantes, personal y comunidad. La Junta reconoció sus contribuciones en una amplia variedad de funciones, incluyendo la instrucción, el apoyo al alumnado, el transporte y los servicios del distrito, y les agradeció su compromiso y impacto

Reunión ordinaria de la Junta 10 de junio de 2026

duradero en el distrito. Los jubilados fueron felicitados y les desearon lo mejor en su jubilación.

V. Informes por los Representantes Estudiantiles:**A. Representante Estudiantil Olivia Smasne**

La representante estudiantil Olivia Smasne compartió que los estudiantes esperan con ilusión el verano y destacó el trabajo del equipo del anuario en un anuario temático de Netflix. También señaló que el programa de voleibol organizará un campamento para estudiantes de 1º a 8º curso el 8 de julio.

B. Representante Estudiantil Ezri Roy

La representante estudiantil Ezri Roy informó que los programas de ASB y liderazgo se están reuniendo para planificar temas y actividades para el próximo curso escolar. También compartió que el programa de baloncesto organizará un campamento Mustang Hoop los días 15 y 16 de junio para niños y niñas desde kinder hasta 8º curso, y señaló que se están planificando los campamentos y actividades de orientación para los alumnos de primer año.

C. Representante Estudiantil Reagan Andrews

La representante estudiantil Reagan Andrews compartió que la clase de penúltimo curso está empezando a planear ideas para recaudar fondos y apoyar las próximas actividades y necesidades de la clase. También señaló que el distrito está buscando actualmente candidatos para varios puestos de entrenador, incluyendo entrenador principal de campo a través. Además, el ASB celebró recientemente su ceremonia de entrega de cambio de mano, con los nuevos oficiales electos que han asumido oficialmente sus cargos en el ayuntamiento.

VI. Acciones:**A. Comprobantes y Nóminas**

Moción para aprobar los comprobantes y nomina por el presidente Jason Rainer, secundada por el director Frank Vermulm. La moción fue aprobada.

VII. Elementos de Consentimiento:**A. Personal Certificado****B. Personal Clasificado****C. Aprobación de Actas**

Moción para aprobar los Puntos de Consentimiento por la directora Elisa Riley, secundada por el director Brian Weinmann. La moción fue aprobada.

VIII. Informes:**A. Director de Subvenciones, Evaluación y Programas de Primaria Kevin Gilman**

El director de Becas, Evaluación y Programas de Primaria, Kevin Gilman, estuvo ausente.

B. Directora de Finanzas y Operaciones Shawn Cook

La directora de Finanzas y Operaciones, Shawn Cook, fue bienvenida a la mesa del consejo tras el inicio de su cargo el 1 de junio. Compartió que actualmente está incorporando y trabajando estrechamente con el personal del distrito en la elaboración

Reunión ordinaria de la Junta 10 de junio de 2026

de presupuestos, proyecciones salariales y planificación operativa para el próximo curso escolar, además de comenzar la formación a través del programa de la Asociación de Funcionarios Escolares de Washington para ampliar sus conocimientos sobre finanzas y operaciones escolares. Señaló que está en las primeras etapas del programa y que seguirá avanzando en los cursos y las insignias durante el próximo año como parte de su desarrollo profesional.

C. Asistente Superintendente Deanna Flores

La Asistente Superintendente Deanna Flores expresó su agradecimiento a los jubilados del distrito, reconociendo sus largas carreras de servicio y el impacto que han tenido en los estudiantes y en las escuelas. También reflexionó sobre los recientes eventos de graduación, destacando el éxito de la noche de becas y el fuerte apoyo de la comunidad a los estudiantes que buscan oportunidades de educación superior. Además, informó que la Revisión Integral del Programa del distrito concluyó de forma positiva, quedando solo pequeños puntos de seguimiento, y felicitó al personal por su trabajo en la preparación y apoyo al proceso de revisión.

D. Superintendente Kim Casey

La superintendente Kim Casey abordó las condiciones financieras del distrito, afirmando que se espera que el distrito entre en condiciones vinculantes antes de que finalice el año fiscal 2025/26 y subrayó que los desafíos presupuestarios en curso se han discutido regularmente en reuniones y actualizaciones públicas. Señaló los esfuerzos continuos para reducir gastos mediante la reasignación de fondos y el uso de subvenciones cuando sea permitido, y adelantó una próxima presentación detallada de gastos. También habló sobre el volumen e impacto de las solicitudes de registros públicos en los recursos del distrito, los próximos proyectos de verano y las ventas excedentes, y expresó su agradecimiento al personal, los estudiantes y la comunidad, destacando una temporada de graduación exitosa y un importante apoyo a becas para la promoción de 2026.

IX. Informes por Los Miembros de la Junta

A. Vicepresidenta Michelle O'Brien

La vicepresidenta Michelle O'Brien felicitó a los graduados de la promoción de 2026 y expresó su agradecimiento al personal de todo el distrito por sus esfuerzos conjuntos en apoyar a los estudiantes durante la graduación. Destacó que la graduación fue un éxito y reconoció la importancia de todos los empleados para ayudar a los estudiantes a alcanzar este hito. Concluyó deseando a todos un verano seguro y agradable.

B. Director Brian Weinmann

El director Brian Weinmann deseó al personal, a los estudiantes y a la administración un excelente final de curso escolar y verano, expresando su agradecimiento por su trabajo a lo largo del año. También envió buenos deseos a los jubilados, compartiendo reflexiones personales sobre varias personas cuyo trabajo tuvo un impacto significativo en su familia y en la comunidad, y agradeció a todos que se jubilaron por sus años de servicio dedicado al distrito.

C. Director Frank Vermulm

Reunión ordinaria de la Junta 10 de junio de 2026

El director Frank Vermulm informó que el gobernador ha identificado una propuesta de restricción de teléfono móvil "fuera por un día" como una prioridad legislativa, señalando que requerirá aprobación legislativa y podría afectar a los procedimientos del distrito si se adopta. También compartió reflexiones positivas sobre la graduación, expresando su agradecimiento por la celebración de estudiantes y jubilados, y destacó las sólidas relaciones entre el personal y los estudiantes observadas durante el evento.

D. Directora Elisa Riley

La directora Elisa Riley expresó su agradecimiento por los comentarios positivos recibidos respecto a la graduación y destacó la participación del director Brian Bailey con los estudiantes durante la ceremonia. También reconoció el éxito de la noche de becas, destacando el importante apoyo local a las becas y felicitando al personal por su trabajo en la organización del evento y la coordinación con los comités de becas. Además, compartió actualizaciones sobre actividades estudiantiles, incluyendo deportes, actuaciones de escuela primaria y secundaria, eventos de baile y otras oportunidades comunitarias próximas, destacando la fuerte participación y el talento en todo el distrito.

E. Presidente Jason Rainer

El presidente de la junta, Jason Rainer, expresó su pesar por no haber asistido a la graduación, pero señaló que siempre es un evento significativo y agradeció que haya salido bien. Deseó a estudiantes, personal y familias un verano seguro y agradable, destacando lo rápido que pasa el curso escolar. También compartió que fue voluntario en Whitstran Playday, donde ayudó a supervisar una actividad con pistola de agua y disfrutó pasando tiempo con los estudiantes durante el evento.

X. Puntos Finales

A. Futuras Reuniones

Reunión Especial de la Junta, 17 de junio de 2026, Sala de Juntas del Distrito Escolar Prosser, 6:00pm

Reunión ordinaria de la junta, 24 de junio de 2026, sala de juntas del distrito escolar Prosser, 6:00pm

B. Aplazamiento de la Reunión

La reunión ordinaria de la Junta se levantó a las 6:29pm

Secretario de la Junta Directiva

Presidente de la Junta Directiva

Secretario del Empleado Administrativo de la Junta

Reunión ordinaria de la Junta 10 de junio de 2026

Anexo A – Chat por Zoom

N/A

SPECIAL BOARD MEETING

Meeting Minutes

Prosser School District Boardroom
1203 Prosser Ave.
Prosser, WA 99350

Wednesday, June 17, 2026 at 6:00 PM

I. Opening Items

A. 6:00 p.m. Call to Order Special Board Meeting

The special board meeting of the Board of Directors of Prosser School District was called to order at 6:00 p.m. by President Jason Rainer.

B. Pledge of Allegiance

C. Record Attendance – Roll Call

President Jason Rainer – Present
Director Elisa Riley – Present
Director Frank Vermulm – Present
Director Brian Weinmann – Present
Vice President Michelle O'Brien – Present

Superintendent Kim Casey – Present
Director of Finance and Operations Shawn Cook – Present

D. Approval of Agenda

Motion to approve the agenda by Director Elisa Riley, seconded by Director Frank Vermulm. The motion passed.

II. Executive Session

RCW 42.30.110 (1)(g)

Superintendent Kim Casey present.
No action to follow.
Superintendent's evaluation.

(g) To evaluate the qualifications of an applicant for public employment or to review the performance of a public employee. However, subject to RCW 42.30.140(4), discussion by a governing body of salaries, wages, and other conditions of employment to be generally applied within the agency shall occur in a meeting open to the public, and when a governing body elects to take final action hiring, setting the salary of an individual employee or class of employees, or discharging or disciplining an employee, that action shall be taken in a meeting open to the public;

The board moved into executive session at 6:02pm. and announced they would reconvene in approximately fifteen minutes, tentatively returning to the regular board meeting at 6:17pm. The board returned from executive session at 6:30pm.

Special Board Meeting June 17, 2026

III. Action Items

A. 2025/2026 Superintendent Year-End Self Evaluation

Motion to approve the 2025/2026 Superintendent Year-End Self Evaluation by President Jason Rainer, seconded by Director Elisa Riley. The motion passed.

B. Third Amendment to the Employment Contract Between Prosser School District No. 116 and Superintendent Kim Casey

Motion to approve the Third Amendment to the Employment Contract Between Prosser School District No. 116 and Superintendent Kim Casey by President Jason Rainer, seconded by Director Elisa Riley. The motion passed.

IV. Discussion Items

A. 2026/2027 Budget

The discussion focused on ongoing budget challenges and how the district may need to consider a broad range of options to address funding pressures moving into the next budget cycle. Topics included rethinking how certain categorical funds are used, including the possibility of shifting or reserving portions of carryover into capital projects to better plan for future facility or program needs. There was also conversation around operational efficiencies, including reviewing technology replacement cycles, staffing structures, and building-level supports as enrollment continues to trend downward.

Board members and staff emphasized that all options may need to remain on the table, including potential revenue strategies such as grants, community input on priorities, and even long-term considerations like facility utilization or property decisions, while also ensuring compliance with state requirements and funding rules. There was agreement to continue refining MSOC and budget scenarios for further review in an upcoming study session, with an emphasis on clear fiscal analysis of each option's tradeoffs before any decisions are made.

V. Closing Items

A. Future Meetings

Regular Board Meeting, June 24, 2026, Prosser School District Boardroom, 6:00pm

B. Adjourn Meeting

The Special Board Meeting adjourned at 7:35pm.

Clerk to the Board

Board President

Secretary to the Clerk of the Board

Special Board Meeting June 17, 2026

Attachment A – Zoom Chat

02:25:14 AG: Time to cut some VEBA. Some in the district are barely getting any and some are getting an exuberant amount.

02:25:56 participant: Reacted to "Time to cut some V..." with 👍

02:42:01 AG: You got the "Entitled" part right.

02:54:15 dina.gonzalez: Reacted to "Time to cut some VEB..." with 👍

03:06:19 AG: Everyone's medical benefits/VEBA should all be the same. One unions health is not more important than another's unions health.

03:08:48 dina.gonzalez: Reacted to "Everyone's medical b..." with 🙌

03:12:55 participant: Replying to "Everyone's medical..."

This is very true, giving different \$ amounts based on positions is an insult and makes people feel that their health is not important.

03:20:08 participant: How about the superintendent? What is she willing to give up to help save the district?

03:42:02 AG: Not all buildings have 3 secretaries, so that info is incorrect.

REUNIÓN ESPECIAL DE LA JUNTA

Actas de la Reunión

Sala de Juntas del Distrito Escolar Prosser
1203 Prosser Ave.
Prosser, WA 99350

Miércoles, 17 de junio de 2026 a las 6:00 PM

I. Puntos de Apertura

A. 6:00 p.m. Convocatoria a la Reunion Especial de la Junta. La reunión especial de la Junta Directiva del Distrito Escolar de Prosser fue convocada a las 6:00 p.m. por el presidente Jason Rainer.

B. Juramento a la Bandera

C. Registor de Asistencia – Pase de lista

Presidente Jason Rainer – Presente
Directora Elisa Riley – Presente
Director Frank Vermulm – Presente
Director Brian Weinmann – Presente
Vicepresidenta Michelle O'Brien – Presente

Superintendente Kim Casey – Presente
Director de Finanzas y Operaciones Shawn Cook – Presente

D. Aprobación de la Agenda

Moción para aprobar la agenda por la directora Elisa Riley, secundada por el director Frank Vermulm. La moción fue aprobada.

II. Sesión Ejecutiva

RCW 42.30.110 (1)(g)

Presente la superintendente Kim Casey.
No hay ninguna acción que seguir.
Evaluación de la superintendente.

(g) Evaluar las cualificaciones de un solicitante para el empleo público o revisar el desempeño de un empleado público. Sin embargo, sujeto a RCW 42.30.140(4), la discusión por parte de un órgano rector sobre salarios, sueldos y otras condiciones de empleo que se aplicarán generalmente dentro de la agencia tendrá lugar en una reunión pública y, cuando un órgano de gobierno decida tomar la decisión final de contratación, fijando el salario de un empleado individual o de una clase de empleados, o despidiendo o disciplinando a un empleado, dicha acción se tomará en una reunión pública;

La junta pasó a una sesión ejecutiva a las 6:02pm y anunciaron que se reunirían de nuevo en aproximadamente quince minutos, regresando tentativamente a la reunión ordinaria de la Junta a las 6:pm. La junta regresó de la sesión ejecutiva a las 6:30pm

III. Elementos de Acción

Reunión Extraordinaria de la Junta 17 de junio de 2026

A. Autoevaluación de Fin de Año 2025/2026 de la Superintendente

Moción para aprobar la autoevaluación de fin de año 2025/2026 de la Superintendente presentada por el presidente Jason Rainer, secundada por la directora Elisa Riley. La moción fue aprobada.

B. Tercera Enmienda al Contrato de Trabajo Entre el Distrito Escolar Prosser nº 116 y la Superintendente Kim Casey

Moción para aprobar la Tercera Enmienda al Contrato de Trabajo entre el Distrito Escolar Prosser nº 116 y la superintendente Kim Casey por parte del presidente Jason Rainer, secundado por la directora Elisa Riley. La moción fue aprobada.

IV. Temas de Discusión

A. Presupuesto 2026/2027

La discusión se centró en los desafíos presupuestarios en curso y en cómo el distrito podría necesitar considerar una amplia gama de opciones para hacer frente a las presiones de financiación de cara al próximo ciclo presupuestario. Los temas incluyeron replantear cómo se utilizan ciertos fondos categóricos, incluyendo la posibilidad de trasladar o reservar partes de la transferencia a proyectos de capital para planificar mejor las necesidades futuras de instalaciones o programas. También se habló de conversaciones sobre eficiencias operativas, incluyendo la revisión de ciclos de reemplazo tecnológico, estructuras de personal y apoyos a nivel de edificio, a medida que la matrícula sigue disminuyendo.

Los miembros y el personal de la Junta enfatizaron que todas las opciones pueden permanecer sobre la mesa, incluyendo posibles estrategias de ingresos como subvenciones, aportaciones de la comunidad sobre prioridades e incluso consideraciones a largo plazo como la utilización de las instalaciones o las decisiones sobre la propiedad, al tiempo que se garantiza el cumplimiento de los requisitos estatales y las normas de financiación. Se acordó continuar refinando los escenarios de MSOC y presupuestarios para su revisión en una próxima sesión de estudio, con énfasis en un análisis fiscal claro de los compromisos de cada opción antes de tomar cualquier decisión.

V. Puntos Finales

A. Futuras Reuniones

Reunión ordinaria de la Junta, 24 de junio de 2026, sala de juntas del distrito escolar Prosser, 6:00pm

B. Aplazamiento de Reunión

La reunión extraordinaria de la Junta se levantó a las 7:35pm.

Secretario de la Junta Directiva

Presidente de la Junta Directiva

Secretario del Empleado Administrativo de Junta Directiva

Reunión Extraordinaria de la Junta 17 de junio de 2026

Anexo A – Chat por Zoom

02:25:14 AG: Hora de recortar algo de VEBA. Algunos en el distrito apenas reciben y otros reciben una cantidad exuberante.

02:25:56 Participante: Reaccionó a "Hora de cortar un poco de V..." con 👍

02:42:01 AG: Has acertado en la parte de "Con derecho".

02:54:15 dina.gonzalez: Reaccionó a "Hora de recortar un poco de VEB..." con 👍

03:06:19 AG: Los beneficios médicos y el VEBA de todos deberían ser iguales. La salud de un sindicato no es más importante que la de otro.

03:08:48 dina.gonzalez: Reaccionó a "Todos's medical b..." con 🙌

03:12:55 Participante: Respondiendo a "Todos los médicos..."

Esto es muy cierto, dar diferentes cantidades de dólares según los puestos es un insulto y hace que la gente sienta que su salud no importa.

03:20:08 Participante: ¿Y el superintendente? ¿Qué está dispuesta a sacrificar para ayudar a salvar el distrito?

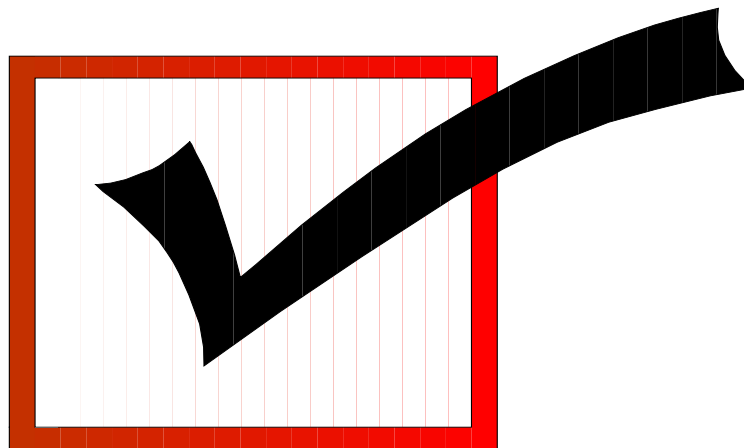
03:42:02 AG: No todos los edificios tienen 3 secretarias, así que esa información es incorrecta.

Coversheet

Director of Finance and Operations

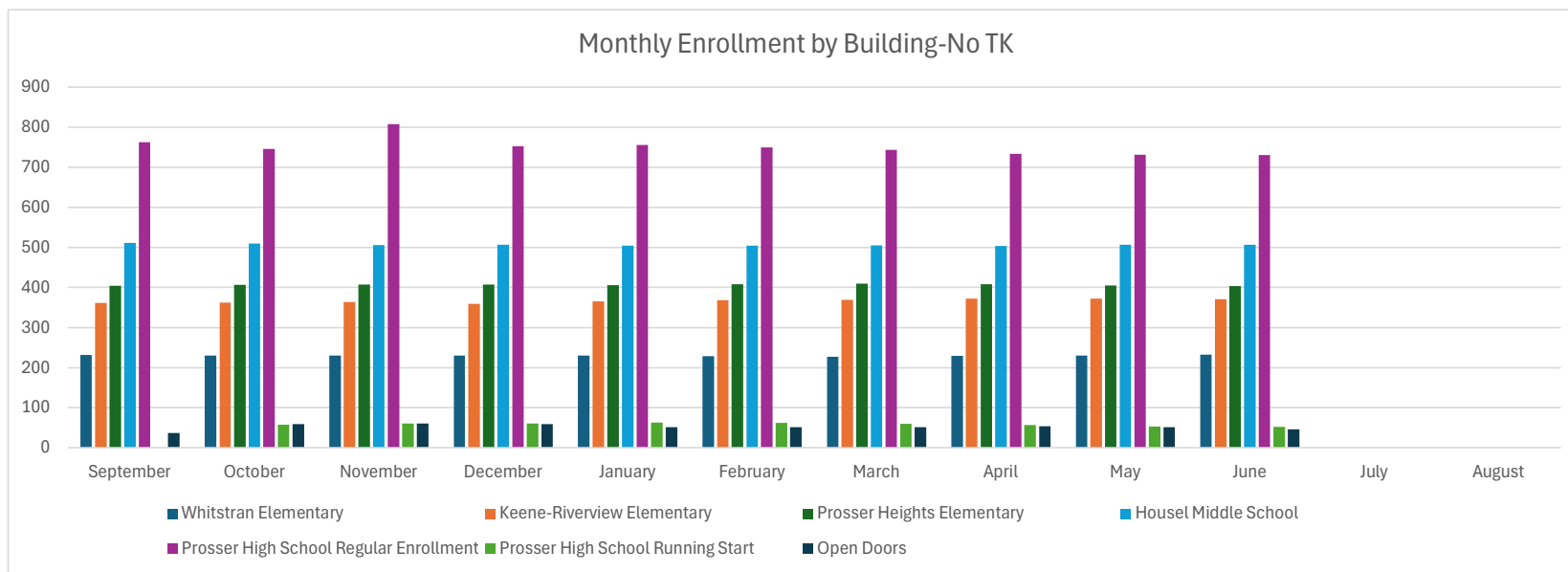
Section: VIII. Reports
Item: B. Director of Finance and Operations
Purpose:
Submitted by:
Related Material: Student Enrollment for June 2026.pdf

Student Enrollment For June 2026

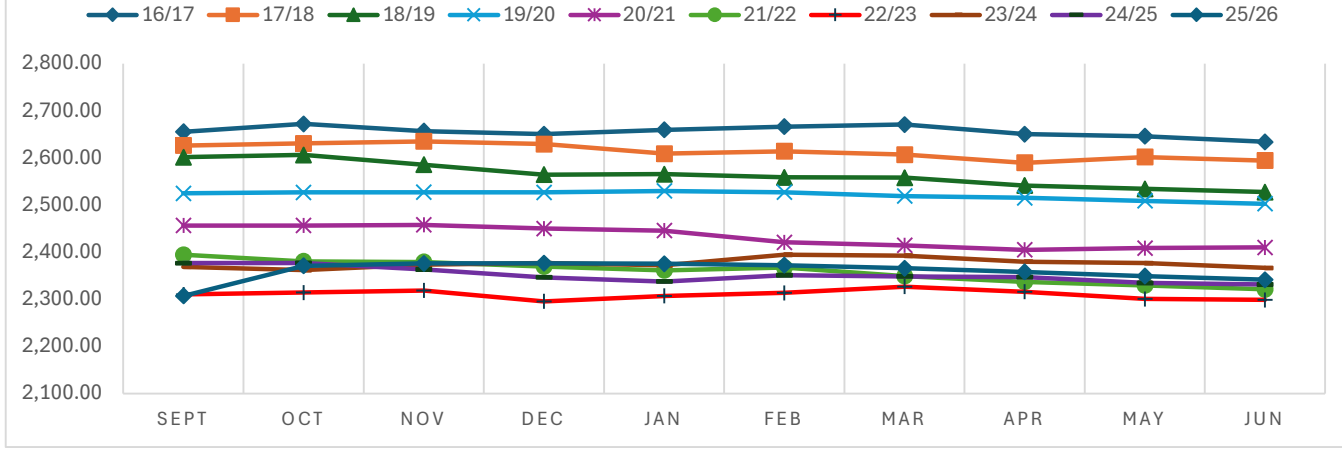


2025-2026												
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Average	Budget
K	159.00	159.51	160.51	156.51	159.51	164.89	165.89	167.89	167.00	167.00	162.77	150.23
1st	169.76	169.19	170.14	170.14	172.35	170.40	170.09	171.00	172.00	172.00	170.71	163.92
2nd	146.70	147.69	147.69	147.69	149.69	149.69	149.69	151.00	151.00	151.00	149.18	143.92
3rd	153.00	154.00	155.00	154.00	153.00	153.00	153.00	153.00	152.00	151.04	153.10	157.62
4th	185.00	186.00	185.00	184.00	184.00	184.00	184.00	184.00	183.00	184.00	184.30	190.01
5th	183.66	182.66	182.66	184.66	183.66	183.66	183.66	183.54	182.66	181.59	183.24	180.29
6th	167.27	166.72	167.72	167.69	166.69	165.69	165.69	164.27	167.27	166.27	166.53	169.96
7th	148.37	147.41	145.71	147.66	145.71	147.71	148.71	149.67	146.67	144.71	147.23	151.93
8th	195.43	186.40	180.40	181.40	180.43	181.56	180.53	178.53	181.53	182.53	182.87	190.20
9th	196.24	206.87	208.87	205.38	206.17	205.80	202.70	198.64	198.64	199.64	202.90	201.65
10th	194.05	196.05	198.05	197.05	196.84	192.84	191.84	188.63	187.84	188.84	193.20	209.16
11th	167.01	156.98	157.49	160.27	160.95	159.89	158.79	160.44	160.44	158.44	160.07	188.43
12th	173.89	166.99	165.57	173.10	172.53	170.15	168.17	161.81	163.03	162.58	167.78	174.96
Total K-12 Base Enrollment	2239.38	2226.47	2224.81	2229.55	2231.53	2229.28	2222.76	2212.42	2213.08	2209.64	2223.89	2272.28
ALE	31.00	28.00	29.00	27.00	30.00	30.00	32.00	35.00	32.00	34.00	30.80	35
Open Doors	37.00	59.00	61.00	59.00	51.00	51.00	51.00	54.00	51.00	46.00	52.00	50
Running Start	0.00	57.54	61.01	61.01	63.09	61.74	60.34	57.04	53.01	51.81	58.51	43
Overall K-12 Enrollment	2,307.38	2,371.01	2,375.82	2,376.56	2,375.62	2,372.02	2,366.10	2,358.46	2,349.09	2,341.45	2,365.20	2400.28
Budget to Actual Difference												-35.08
Running Ave	2,307.38	2,339.20	2,351.40	2,357.69	2,361.28	2,363.07	2,363.50	2,362.87	2,361.34	2,359.35	2,359.35	
TK	53.00	53.42	53.42	52.42	51.18	52.03	52.03	53.00	53.00	52.47	52.60	54
Elem. Only	997.12	999.05	1001.00	997.00	1002.21	1005.64	1006.33	1010.43	1007.66	1006.63	999.28	
HMS Only	511.07	500.53	493.83	496.75	492.83	494.96	494.93	492.47	495.47	493.51	499.00	
PHS Only	731.19	726.89	729.98	735.80	736.49	728.68	721.50	709.52	709.95	709.50	732.07	
Totals	2239.38	2226.47	2285.81	2288.55	2282.53	2280.28	2273.76	2266.42	2264.08	2255.64	2230.35	

Building	September	October	November	December	January	February	March	April	May	June	July	August	Building Average
Whitstran Elementary	231.4	230.59	229.69	229.69	230.69	228.69	227.4	229	230	232			229.92
Keene-Riverview Elementary	361.06	361.8	363.65	359.65	365.86	368.29	369.3	373	372	371			366.55
Prosser Heights Elementary	404.66	406.54	407.54	407.54	405.54	408.54	409.5	409	405	404			406.70
Housel Middle School	511.07	509.65	505.95	506.87	503.95	504.08	504.9	503	506	507			506.30
Prosser High School Regular Enrollment	762.19	745.89	807.99	752.8	755.49	749.68	743.5	734	731	731			751.25
Prosser High School Running Start	0	57.54	61.01	61.01	63.09	61.74	60.34	57	53	51.8			52.66
Open Doors	37	59	61	59	51	51	51	54	51	46			52.00
Total	2307.38	2371.01	2436.83	2376.56	2375.6	2372.02	2366	2358	2348	2341	0	0	2365.37



DISTRICT MONTHLY FTE ENROLLMENT FROM 16/17 TO 25/26 INCLUDES K-12, ALE, OPEN DOORS AND RUNNING START. NO TK ENROLLMENT FOR 25/26



	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Average
16/17	2,655.59	2,672.13	2,656.74	2,650.51	2,659.52	2,666.56	2,670.88	2,650.38	2,645.94	2,634.09	2,656.23
17/18	2,626.58	2,630.58	2,635.11	2,629.60	2,609.09	2,614.01	2,607.01	2,589.64	2,602.01	2,594.44	2,613.81
18/19	2,601.44	2,606.15	2,585.38	2,564.56	2,565.37	2,558.75	2,557.96	2,541.51	2,534.35	2,527.60	2,564.31
19/20	2,525.07	2,526.53	2,527.43	2,526.95	2,530.08	2,527.61	2,519.24	2,515.37	2,509.12	2,502.91	2,521.03
20/21	2,456.67	2,456.39	2,457.60	2,450.06	2,445.52	2,420.77	2,414.24	2,404.85	2,408.69	2,409.85	2,432.46
21/22	2,394.81	2,380.48	2,379.08	2,369.93	2,361.35	2,366.91	2,349.03	2,336.94	2,329.36	2,321.24	2,358.91
22/23	2,310.28	2,314.16	2,318.47	2,295.50	2,307.07	2,313.39	2,326.76	2,315.97	2,300.77	2,298.89	2,310.13
23/24	2,369.19	2,361.98	2,373.78	2,376.74	2,372.30	2,394.38	2,392.80	2,380.06	2,376.68	2,366.36	2,376.43
24/25	2,376.66	2,377.28	2,363.22	2,346.67	2,337.94	2,351.40	2,348.62	2,347.30	2,334.89	2,331.67	2,351.57
25/26	2,307.38	2,371.01	2,375.82	2,376.56	2,375.62	2,372.02	2,366.10	2,358.46	2,349.09	2,341.45	2,365.20

25/26 Budget
(Under) Over

2400.28
-35.08



Prosser School District

STUDENT ENROLLMENT/WITHDRAWALS

June 2026

SCHOOL	ENROLLMENT	WITHDRAWALS	VIRTUAL LEARNERS
KRV	1	2	
Whitstran	2	0	
Heights		2	
HMS	2	2	13
PHS	8	5	21
POA	1	4	
Total	14	15	34
	9		New to District
			Choice Transfer
			Re-entry
		9	Moved Out of District
		1	Homeschool
			Dropped Out/Working
			Completed Grad Requirements
	1	1	Enrolled into Graduation Alliance-460 (Withdrew from PHS)
	4	4	Withdrew from Graduation Alliance-460 (Reenrolled into PHS)
			Running Start Changes
			Between Schools in District
			Non-Attendance
			Unconfirmed Transfer