

YALE ELEMENTARY SCHOOL



School Improvement Plan

2025-2026

Woodland Public Schools

Preparing all students for Career, Life & College

Woodland Public Schools, in partnership with families and the community, will create a PreK-12 system that serves and supports ALL children-and ensures that EACH child has FULL access to, is engaged in, and obtains an excellent education that prepares them for responsible citizenship and a future of adaptability and success in life and their chosen endeavors.

YALE ELEMENTARY SCHOOL 2025-2026 SCHOOL IMPROVEMENT GOALS

All Graduates Ready for CAREERS	All Graduates Ready for LIFE	All Graduates Ready for COLLEGE	
		College Ready (2-year and Tech College Ready)	4-Year College Ready (Washington Public Universities)
Based on referral data tier 2 interventions will decrease disruptive behaviors from Fall 2025-Spring 2026. MET	Achieve high levels of parent engagement as evidenced by volunteerism, two-way communication, conference attendance, PTO involvement, and event participation. ONGOING	By June 2026, students reaching proficiency in reading will increase from 49% to 75% as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS). By June 2026, students reaching proficiency in math will increase from 57% to 75% as measured by the Acadience Math Benchmark Assessment.	

The school improvement plan shall be based on a self-review of the school's program for the purpose of annual building approval by the district. The self-review shall include active participation and input by building staff, students, families, parents, and community members.

At a minimum, the annual approval shall require each school to have a school improvement plan that is data driven, promotes a positive impact on student learning, and includes a continuous improvement process that shall mean the ongoing process used by a school to monitor, adjust, and update its school improvement plan."

What data did you use to determine your goal?

As a staff, we looked at our 2025 Fall Benchmark Acadience data (Math), as well as DIBELS 2025 Fall Data (reading) data. Next, teachers looked at the same classroom level data to create five data statements about their classroom. These statements will serve as a beginning to writing their classroom student growth goals.

YALE GOAL 1: By June 2026, students reaching proficiency in reading will increase from 49% to 75% as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Strategy/Activity <i>Specific and Measurable Adult Activity</i> <i>What evidence-based strategy/activity will be implemented?</i>	Evidence of Implementation Monitoring <i>Is what you said you would be done? What evidence do you have?</i>	Evidence of Impact Evaluation <i>What evidence do you have that the change you wanted has occurred?</i>	Person Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i>	Start Date <i>What is the projected start date?</i>	End Date <i>What is the projected end date?</i>	Estimated Costs <i>What are the anticipated costs?</i>	Fund Source <i>What sources of funding will be used for the activity (more than one source may be listed)?</i>
UFLI Implementation	Observations with feedback and learning focused conversations	DIBELS data, teacher instructional effectiveness	Teachers and principal	Sept. 8, 2025	June 2026	90\$ per classroom for the teacher's guide	General building fund as well as LAP funds
Additional small group instruction with the CKLA skills component for students needing extra time.	DIBELS progress monitoring	DIBELS data	Teachers and principal	Oct. 1, 2025	June 2026	None	Monday morning PD time (PLC)
CKLA implementation weaved with UFLI instructional routines.	Observations	Student Engagement	Principal	Oct. 1, 2025	June 2026	None	Monday morning PD time (PLC)
SBA Interim assessments tied to current skills/unit instruction	Assessment Calendar	Interim scores rise as well as teacher understanding of SBA language and structure. SBA scores rise to meet SIP Goal.	Principal and teachers	Nov. 1, 2025	June 2026		

YALE GOAL 2: By June 2026, students reaching proficiency in math will increase from 57% to 75% as measured by the Acadience Benchmark Assessment.

Evidence of Implementation Monitoring <i>Is what you said you would do being done? What evidence do you have?</i>	Evidence of Impact Evaluation <i>What evidence do you have that the change you wanted has occurred?</i>	Person Responsible <i>Who will provide oversight for implementation, monitoring and evaluation of the strategy?</i>	Start Date <i>What is the projected start date?</i>	End Date <i>What is the projected end date?</i>	Estimated Costs <i>What are the anticipated costs?</i>	Fund Source <i>What sources of funding will be used for the activity (more than one source may be listed)?</i>
CORE Math PD (4 days)	Classroom observations to observe new strategies and math games	Teachers/ Principal	Aug 20, 21 Oct 10 Feb 13	June 2026	District sponsored	District
Use of iReady prerequisite reports to support planning for differentiation	Classroom instructional design will be impacted by the prerequisite skills of the students in that classroom	Teachers/ Principal	Sept. 2, 2026	June 2026	N/A	N/A
Pre and post tests with differentiation and instructional grouping decisions.	Student connection to their own learning and tracking their progress. Feedback and celebrations of success.	Teachers/ Principal	Sept 2, 2026	June 2026	N/A	N/A
Acadience Progress Monitoring	Student scores will be tracked bi-weekly to show evidence of growth.	Teachers/ Principal	Sept. 2, 2026	June 2026	N/A	N/A
SBA Interim assessments tied to current skills/unit instruction	Assessment Calendar	Interim scores rise as well as teacher understanding of SBA language and structure. SBA scores rise to meet SIP Goal.	Principal and teachers	Nov. 1, 2025	June 2026	

How does the use of technology have a positive impact on student learning in your school?

Students at Yale Elementary have daily access to Chromebooks. Students utilize on-line learning platforms for extending their core instruction. All 2-4 students have technology weekly to support typing skills, digital citizenship, and extended core instruction.

How does parent, family, and community involvement impact student learning in your school?

Families are included in their student's school day through consistent communication using Talking Points and the monthly school newsletter. Teachers inform families weekly about the instructional goals of each classroom. Teachers send resources home for extra practice as well as hold conferences with families at least two times per year. Student growth goals are also written to involve families. In addition, our PTO involves community members in creating after school activities on a monthly basis.

Yale SBA Data							
		Pre-Pandemic 2018-19	2021-22	2022-23	2023-24	2024-25	2025-26
3rd Grade	ELA	70.0%	71.0%	50.0%	63%	83%	
	Math	50.0%	71.0%	70.0%	63%	84%	
4th Grade	ELA	77.8%	100.0%	58.0%	60%	71%	
	Math	22.0%	60.0%	58.0%	60%	67%	