

YALE ELEMENTARY SCHOOL



School Improvement Plan

2026-2027

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 2026-2027 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 2026-Spring 2027. MET	Achieve high levels of parent engagement as evidenced by volunteerism, two-way communication, conference attendance, PTO involvement, and event participation. ONGOING	By June 2027, students reaching proficiency in reading will increase from 40% to 75% as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS). By June 2027, students reaching proficiency in math will increase from 47% 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 2027 Fall Benchmark Acadience data (Math), as well as DIBELS 2026 Fall Data (reading) data. This data informed our goal.

YALE GOAL 1: By June 2027, students reaching proficiency in reading will increase from 40% to 75% as measured by Dynamic Indicators of Basic Early Literacy Skills (DIBELS)

Strategy/Activity Specific and Measurable Adult Activity <i>What evidence-based strategy/activity will be implemented?</i>	Evidence of Implementation Monitoring <i>Is what you said 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>
Continued UFLI Implementation	Observations with feedback and learning focused conversations	DIBELS data, teacher instructional effectiveness	Teachers and principal	Sept. 8, 2026	June 2076	None	
Additional small group instruction with the CKLA skills component for students needing extra time.	DIBELS progress monitoring	DIBELS data	Teachers and principal	Oct. 1, 2026	June 2027	None	Monday morning PD time (PLC)
CKLA implementation integration with UFLI instructional routines.	Observations	Student Engagement	Principal	Oct. 1, 2026	June 2027	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.	Teachers and Principal	Nov. 1, 2026	June 2027		
Word Origins Implementation (3rd and 4th)	Observations, coaching and feedback	Students' spelling and vocabulary knowledge will improve.	Teachers and Principal	Sept.22, 2027	June 2027	Teacher' guides \$275 Per Teacher	LAP

YALE GOAL 2: By June 2027, students reaching proficiency in math will increase from 47% 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>
Math Fellows Participant	Building collaboration meetings to impact decisions and student learning.	Teachers/ Principal	Oct. 6,2026	June 2029	Subs to cover 4 days of meetings	Building
mCLASS Benchmark and Progress Monitoring assessment Pilot	Student growth in math will improve using this diagnostic assessment that will help teachers identify targeted mathematical areas of instruction.	Teachers/ Principal	Sept. 2026	June 2027		District
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 2027	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 2022	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	

YALE GOAL 3: Increase Parent Partnership and Engagement through Survey response data, and Conference Attendance.

Strategy/Activity Specific and Measurable Adult Activity <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>
Weekly use of talking points (whole school)	We hope families will read our weekly updates to ensure their students have everything they need.	Increased 2 way communication. Families initiating contact due to comfort and ease.	Principal/ Teachers	Sept 2026	June 2027		
Talking Points Academics sent home weekly (ELA and Math)	Parents will be aware of the academic content their kids are learning in class.	Students will have additional support at home with classroom content.	Teachers/ Principal	Oct. 2026	June 2027		District
Electronic Volunteer System (Point)	More families involved in helping at school.	Families will be welcomed into our school and continue volunteering.	Principa/ Teachers	Oct 2026	June 2027		District
PTO Partnership	Ensure that all activities are a collaborative effort between Parents and teachers.	A healthy well run PTO that includes enough volunteers to make the work load light.	Principal/ Teachers	Oct. 2026	June 2027		
Monthly School Newsletters	Parents will be informed of all school events, updates and policies.	Families are aware of school events, updates and policies	Principal	Sept. 2026	June 2027		

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

By intentionally limiting and scaffolding screen time, our school ensures that technology serves as a highly purposeful learning tool rather than a passive distraction. Removing technology access for kindergarten and first-grade students protects early development by redirecting instructional time toward foundational hands-on experiences, face-to-face socialization, and the physical fine motor skills crucial for early literacy and math. For students in second through fourth grades, technology is introduced specifically to foster critical inquiry and essential communication skills. Guided research teaches them how to actively seek out and evaluate information, while typing and word processing practice builds the mechanical fluency needed to express their ideas efficiently as academic demands increase. Teaching digital citizenship simultaneously equips these older students with the ethical framework to navigate online spaces safely. Ultimately, restricting these digital activities to a weekly STEM block guarantees that when students do engage with screens, they are utilizing technology as a specialized tool for creation and problem-solving rather than a default everyday activity.

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 and this year will be able to share specific practice problems and text linked to that week's learning. 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%	77%
	Math	50.0%	71.0%	70.0%	63%	84%	67%
4th Grade	ELA	77.8%	100.0%	58.0%	60%	71%	55%
	Math	22.0%	60.0%	58.0%	60%	67%	78%