

OSPI School Improvement Plan 2024–2025

School District:	Pullman Public Schools
Building Name:	Pullman High School
School Code:	408
Date:	September 2024

SY 2024–2025 SMARTIE Goal #1: Math

Pullman High School will increase the percentage of low-income students passing the Smarter Balanced Assessment for math on their first attempt from 42% - 75%

Activities	Measures	Timeframe	Lead	Resources
1. Clarify and pace essential standards in each course in our math department.	<ul style="list-style-type: none">• Increase in scores on SBA assessment• Growth shown on MAPs Algebra assessment for students in support class• Essential Standards and Learning Targets for courses to help focus learning• Increase in scores on Classroom Based Assessments (Common Formative Assessments)• End of Term grade reports• Professional Development Opportunities – attendance and participation	Ongoing – year long	Professional Learning Team – Math Building Guiding Coalition	<ul style="list-style-type: none">• Peers – Professional Learning Teams• Math Course PLT goals and unit plans and essential standards• Common Assessment Data to drive instruction, interventions, and extensions• Math PD on new materials implementation• New math materials consistent through courses• PLC training through Solution Tree• Math Menu of Best Practices• MAPs assessment data for supports class• Professional Development from peers
2. Adjust the math course progression to better support student development.		Fall 2024	Building Administration – Math Team	
3. Add a math supports course (for Algebra 1) to strengthen the foundational skills and to intervene with specific students. (Fluid groups/ re-evaluate at semester)		Ongoing – year long Follow up ongoing	Building Administration Professional Learning Team – Math	
4. Working as a collaborative team to develop common assessments and interventions to support all students.		Ongoing – year long	Professional Learning Team – Math	
5. Targeting interventions to specific students and skills to ensure understanding of essential standards.		Ongoing – year long	Professional Learning Team – Math	
6. Guiding Coalition identifying needs and providing ongoing, job-embedded staff development.		Ongoing – year long	Building Guiding Coalition	



SY 2024–2025 SMARTIE Goal #2: ELA

Pullman High School will increase the percentage of low-income students passing the Smarter Balanced Assessment for English on their first attempt from 75% - 90%

Activities	Measures	Timeframe	Lead	Resources
1. Clarify and pace essential standards in each course in our ELA department.	<ul style="list-style-type: none">• Increase in scores on SBA assessment• Growth on CFA and End of Term grades for students receiving targeted interventions.• Essential Standards and Learning Targets for courses to help focus learning• Increase in scores on Classroom Based Assessments (Common Formative Assessments)• End of Term grade reports• Professional Development Opportunities – attendance and participation	Ongoing – year long	Professional Learning Team –ELA	<ul style="list-style-type: none">• Peers – Professional Leaning Teams• ELA Course PLT goals and unit plans and essential standards• Common Assessment Data to drive instruction, interventions, and extensions• PLC training through Solution Tree• ELA Menu of Best Practices• Professional Development from peers though GC• WSU tutors available
2. Targeting interventions to specific students and skills to ensure understanding of essential standards.		Ongoing – year long	Professional Learning Team –ELA	
3. Working as a collaborative team to develop common assessments and interventions to support all students.		Ongoing – year long	Professional Learning Team –ELA	
4. Guiding Coalition identifying needs and providing ongoing, job-embedded staff development.		Ongoing – year long	Building Guiding Coalition	

SY 2024–2025 SMARTIE Goal #3: Social Emotional Learning (CEE)

Pullman High School will continue to implement direct SEL instruction for all students (through Hound Time classes). Teachers will implement lessons designed around SEL standards moving from at least twice a month in 2023-2024 to at least once a week in the 2024-2025 school year.

Activities	Measures	Timeframe	Lead	Resources
1. Implementing the SEL lessons for Tier I (all students) and Tier II and Tier III (specific students needing additional instruction/supports)	<ul style="list-style-type: none"> Implementation feedback from teaching staff. SEL data from the CEE Wellness Screener Attendance Data Discipline Data Student Ambassador feedback Healthy Youth Survey Data 	Ongoing – year long	BLT Hound Time Group PHS Admin PHS Teaching Staff	<ul style="list-style-type: none"> Be Good People Lessons Tier I and Tier II School Wide Hound Time Drive SEL Standards/Pacing Unit Plan for 9-12 SEL lessons Hound Time Calendar with pacing for lessons Freshman Presentation Student Ambassadors Meeting Minutes PD Provided by Leadership team around SEL, behavior management, and executive functioning skills OSPI Menu of Best Practices – Behaviors
2. Social Emotional Instruction incorporated within the school day during Hound Time. Grade level specific lessons and activities focused on developing age appropriate skills.		Hound Time – once a week	BLT Hound Time Group PHS Admin	
3. Direct Instruction around common expectations and supports at PHS for incoming freshmen.		Start of the year – Revisit as needed.	PHS Admin and PHS Teaching Staff	
4. Student Ambassadors provide ongoing and timely feedback on areas of need/ concern/ celebration from the general student population.		Ongoing – year long	PHS Admin	
5. Building Leadership Team identifying needs and providing ongoing, job-embedded staff development.		Ongoing – year long	Building Leadership Team PHS Admin	
6. Universal Wellness Screener to help identify student supports needed.		2 times a year based on district assessment plan	PHS Admin/Counselors	

*** The move to having the same group of students in Hound Time over their four years of high school is helping to build strong relationships. We have been working to build a culture around Hound Time – why this time is important for students.

SY 2024–2025 SMARTIE Goal #4: Discipline

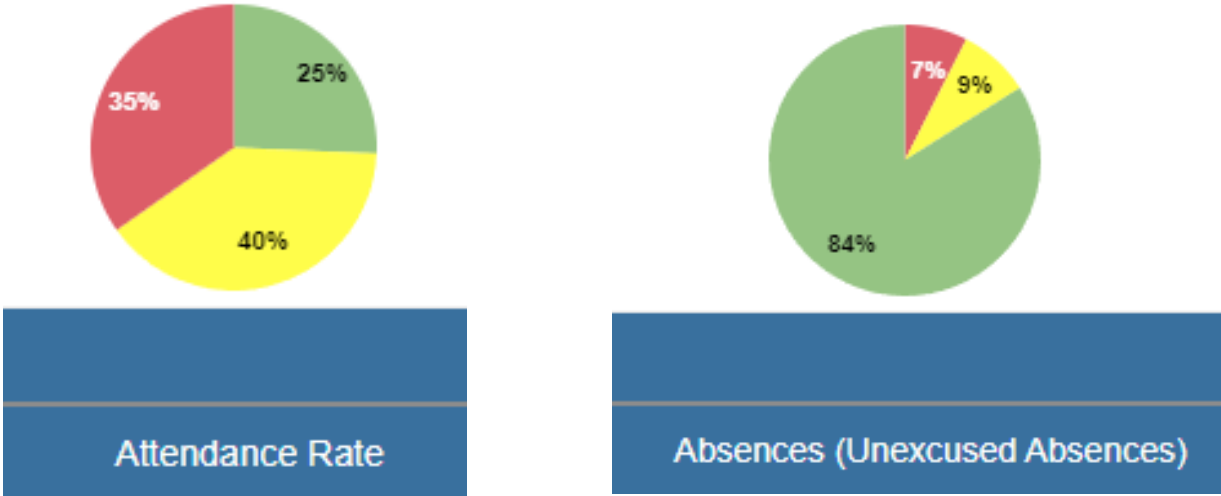
Pullman High School will decrease the number of out of school suspensions for students by 50% moving from 20 in the 2023-2024 school year to 10 in the 2024-2025 school year.

Activities	Measures	Timeframe	Lead	Resources
1. Social Emotional education supports to help intervene and teach appropriate behavior.	<ul style="list-style-type: none">Skyward data for out of school suspensionsDiscipline Referral DataBLT staff feedback/survey information around behavioral concerns.School wide behavior tracking (example, cell phone infractions.)	Ongoing – year long	BLT Hound Time Group PHS	<ul style="list-style-type: none">Teacher behavior management resources (Pre- referral intervention guide, OSPI Menu of Best Practices, etc...)School Based Mental Health CounselingAddiction curriculum for students.SEL instruction guidesConsistent school wide expectations taught, modeled and reinforced.Supervision of common areas with school wide expectations for behaviors being enforced.
2. Building Leadership Team identifying needs and providing ongoing, job-embedded staff development around behavior management.		Ongoing – year long	Building Leadership Team	
3. Structured Reflection with individual students when behaviors occur. (What was the behavior, how did it impact your learning, what could be done differently?)		Ongoing – year long	PHS Admin	
4. Consistent reinforcement of expectations by all staff at all times. (Example, cell phone use during class time.)		Ongoing – year long	Building Leadership Team PHS Admin	

SY 2024–2025 SMARTIE Goal #5: Attendance

Pullman High School will decrease the number of ninth grade students with chronic absenteeism (10% or more of the year) by 50%.

Activities	Measures	Timeframe	Lead	Resources
1. Adult presence in all common areas (hallways, greeting students at door, outside) starting the day with a positive atmosphere.	<ul style="list-style-type: none">Skyward Attendance ReportsStudent/Family meeting notes and attendance plans/contracts	Ongoing all year	PHS Admin	<ul style="list-style-type: none">Skyward Attendance reportParent/Student MeetingsCommunity Engagement BoardCommunity supports to reduce barriers (transportation options, work experiences . . .)
2. Structured Reflection with individual students to decrease the barriers for getting to school.		Ongoing all year	PHS Admin	
3. Parent contact/meetings to decrease barriers and support student on time attendance. (Letters, email, phone calls, and in person meetings)		Ongoing all year	PHS Admin	
4. Individual phone calls home from attendance office and teachers/administration when patterns are noticed.		Ongoing all year	PHS Attendance Office PHS Admin	



(65 students with over 10% total absences and 14 students with 10% unexcused in 2023-2024)

SY 2024–2025 SMARTIE Goal #6: Family Engagement

Pullman High School will increase opportunities for Family Engagement, working to build meaningful connections with all families, through academics, activities, and events.

Activities	Measures	Timeframe	Lead	Resources
1. ASB Club Family Nights - Examples include: AAPI Cultural Night, Orchestra Disney and Desserts. . . .	<ul style="list-style-type: none"> Family Attendance at PHS events Parent Square Communication Data Feedback from families after events (QR Code Survey) 	Ongoing through the year	PHS Student Lead Clubs	<ul style="list-style-type: none"> Boosters Hound Central Live Stream Web-site Community Partnerships (Career Day, CTE Advisory Boards, Community Organizations like Kiwanis, WSU, Rural Resources) Parent/Community Volunteers Parent Square Communication Home visits
2. After School Family Events – Examples include: Drama Performances, Musical Performances, Academic Team Competitions, Athletic Competitions, Senior Showcase.		Ongoing through the year	PHS Club Advisors and Team Coaches	
3. Family Resource Fair/Night – provide a venue for community organizations to share resources with families of students with special needs.		2 Times a Year (Fall and Spring)	Special Services Team	
4. Increased communication with families through parent square both at the school level and at the individual teacher level.		Ongoing through the year	Teachers/Administration	
5. Increased verbal communication with families: phone call and face to face meetings to support student learning and behavioral needs.		Ongoing through the year	Teachers/Administration	
6. Student involvement in advertisement of events – student driven/directed communication		Ongoing through the year	ASB Students	