

OSPI School Improvement Plan 2024–2025

Building data

Please provide your school district and building name below.

School District: Selah School District
Building Name: Selah High School
School Code: 2388
Date: 10/1/24
Reviewed with Building Leadership on 9/16/24 and finalized on 10/28/24

Instructions:

Using the tables below, identify your highest priority school improvement goals and activities for SY 2024–25 that are based on the results of the Comprehensive Needs Assessment and evaluation and identification of resource inequities. Please refer to the OSSI SY 2024–2025 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.

Needs Assessment Summary

Annual Evaluation	Describe the highest priorities and resource inequities (funding, staffing, materials, resources, etc.) identified through conducting the Comprehensive Needs Assessment that will be addressed in this plan. - School Culture- Specifically creating a sense of belonging and value for our students of color. - Closing the opportunity gap for students experiencing poverty. - Research based instructional strategies being utilized consistently in all classrooms consistently In summary we worked with two different student groups to finalize the biggest priority areas for the 24–25 school year . Thor’s Council (a diverse group of students at all levels) and our Building Leadership Team came to consensus on these being priority areas. Students and staff were presented with quantitative data from SEL as well as qualitative data from student perspectives to identify the key areas to focus on. Some of the quantitative data included multiple points in time from our school wide panorama survey. 22–23 Questions (This is where we started) How well do people at your school understand you? 38 percent How connected do you feel to the adults at your school? 32 percent How much do you matter to others at SHS? 38 percent How much do you feel you belong? 42 percent to 72 percent (4/10/24) We have adjusted the platform that we use to survey students as well as some questions that we ask. The common question from the year before represented a significant growth. We will focus on the following 4 questions below to gauge our effectiveness.
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	How much do you feel you belong? 42 percent to 72 percent (4/10/24) We will use the following survey questions to help gauge our progress in creating a school culture where students feel valued, heard, and seen. (4 point scale) 1. Staff listen to what I have to say 2. I feel like I belong in my school 3. My school is welcoming and safe 4. Diversity is important in my school
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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.

SY 2024–2025 SMARTIE Goal #1: By the end of the 2024–2025 academic year, our school will increase the sense of belonging for all students, with a targeted focus on students of color. We will provide multiple structured opportunities for students to voice their perspectives and experiences, ensuring representation across diverse student groups. Progress will be tracked through a student perceptual survey administered in January and May, specifically measuring the sense of belonging. Students will be actively involved in shaping the goals and actions for increasing belonging by creating a plan to enhance inclusivity for the 2025–2026 school year, based on the feedback and data collected throughout the year.

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	Measures	Timeframe	Lead	Resources
<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 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>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>
Advisory- All students assigned to a grade level advisory 4 days a week	Grades/attendance/survey results and empathy interviews	All year	Advisory Team	Professional Development. Build in Advisory Grade Level check ins

Student Voice Panel– Thor’s Council	Exit ticket survey data from each session After each benchmark, students will review, analyze, and determine potential action steps. Cultural recognition assemblies	In November and May	Colton Monti	Click or tap here to enter text.
Equity– Student Led Summit	Student participation #'s Student Survey on their experience	March	Thor’s Council(staff team)	Coordination with 5 local high schools.
Tier 2 Intervention System –CICO –Check and Connect –Freshman Success	Students that are part of these Tier 2 supports will increase their attendance, decrease their referrals, and increase their academic success as measured by their grades. When reviewing data we will have additional support for our students of color. Additionally we’ve worked to connect our staff of color intentionally with students of color.	Monthly– End of each month we conduct a Tier 2 meeting with all key stakeholders.	Colton Monti/Emily Hayes	Measure of success to determine the exit strategy for students.

Funding Matrix: List and describe funding amount(s) and source(s) associated with the activities described above.	
1.	Added additional campus engagement specialists. These campus engagement specialists help to implement Check in check out programs. Funded by LAP HP funds
1.	Student Led Equity summit– Speaking fees for Christian Paige (keynote speaker)

SY 2024–2025 SMARTIE Goal #2: During the 24–25 school year we will decrease the percentage of students experiencing poverty that are failing class by 10% from the previous year as measured by end of term grades and Boot Camp eligibility. On average students experiencing poverty accounted for 70% of the incomplete grades @ Selah High School 3rd trimester in 2023–24.
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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	Measures	Timeframe	Lead	Resources
<i>What evidenced-based practice(s) will you implement in order to have an impact toward achieving this goal?</i> <i>Who, specifically, will benefit from this practice/activity?</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>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>
End of Term Bootcamp	# of students eligible for bootcamp which is determined by credits earned	After each trimester	Colton Monti/Building Leadership	Staffing, Transportation

	# of students that are eligible and make progress by demonstrating their learning during bootcamp			
Tier 2 Intervention System -CICO -Check and Connect -Freshman Success -Counseling Small Groups	Students that are part of these Tier 2 supports will increase their attendance, decrease their referrals, and increase their academic success as measured by their grades. When reviewing data we will have additional support for our students experiencing poverty.	Monthly- End of each month we conduct a Tier 2 meeting with all key stakeholders.	Colton Monti/Emily Hayes/Courtney Schrader	Measure of success to determine the exit strategy for students.

Funding Matrix: List and describe funding amount(s) and source(s) associated with the activities described above.	
1.	Bootcamp is funded with LAP HP funds.
2.	Click or tap here to enter text.

SY 2024–2025 SMARTIE Goal #3	
During 2024–25 we will increase % of observed student voice protocols in classrooms by 10 percent as measured by a classroom walk-thru tool. Baseline data on 10/15 was 48 percent. During 2024–25 we will increase % of observed lesson clarity “look-fors” in classrooms by 10 percent as measured by a classroom walk-thru tool. Baseline data on 10/15 was 63 percent.	

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	Measures	Timeframe	Lead	Resources
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?	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?	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?	Who (what team or individual) will be responsible for implementing, measuring, and adjusting the activity? Who else will be involved?	What resources will be used to implement this activity toward reaching the stated SMARTIE Goal (for example, professional development, extended time, curriculum, materials, etc.)?

Regularly Scheduled Instructional walkthroughs	Increase in percentages for observable student voice as measured by a classroom walk-thru tool. Each teacher has a walk thru conducted once a week	Weekly	Administrative team	Calibration opportunities with BLT.
Targeted Professional Development on: Lesson Clarity and Student Voice Protocols.	Increase in percentages for observable student voice and lesson clarity as measured by a classroom walk-thru tool.	Weekly	Building Leadership	In-house and external based need and BLT decisions

Funding Matrix: List and describe funding amount(s) and source(s) associated with the activities described above.	
1.	Professional Development opportunities outside of contracted time. We will look to provide an additional 2 hours specific to equitable student voice protocols
2.	Professional Development- Catlin Tucker (bringing her back to specifically work with Math and ELA to increase blending learning strategies occurring in classes)
3.	Professional Development- ESD Math coach supporting our math teachers. Last year only 15.3 percent of our students were on track for College in the SBA.