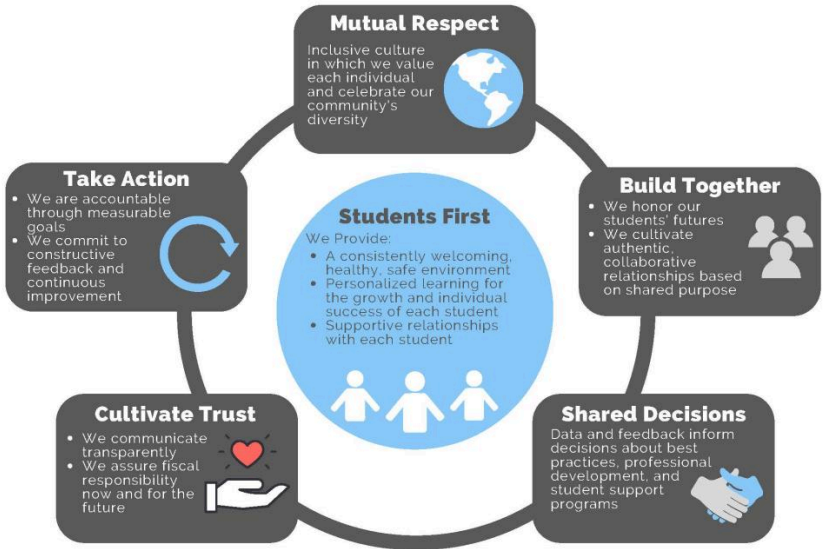
The Pullman Promise:

The Pullman Public School District commits to these priorities and the six Cultural Beliefs that serve as the foundation of our educational excellence.



Ensuring learning while challenging and supporting each student to achieve full potential

School Name: Kamiak Elementary School **Principal: Cheyenne Webber** **Date: 10.1.25**

Team Member	Position/Role	Team Member	Position/Role
Cheyenne Webber	Principal		
Jacob Gion	Assistant Principal		
Sarah Corbin	Kindergarten Teacher		
Sadie Boone	First Grade Teacher		
Kelly Pollestad	Second Grade Teacher		
Shelley Opgenorth	Third Grade Teacher		
Brianne Pizzigoni	Fourth Grade Teacher		
Emily Poston	Fifth Grade Teacher		
Meghan McKeirnan	Fifth Grade Teacher		
Pat Doumit	Core + Teacher		
Madison Hotchkiss	Core + Teacher		

Areas of Focus for School Improvement

Chronic Absenteeism	*ELA Targeted Population*	*Math Targeted Population*

Mission

Our mission is to provide a safe, developmentally appropriate, nurturing environment that maximizes growth in social-emotional, cognitive, and physical development for every student.

Core Beliefs

All means all at Kamiak Elementary school. Whether you are a student receiving services in special education, a student from a low-income family, or a student from a sub-group who has been historically marginalized, we believe you can learn and grow. Our educators clarify and pace essential learnings in ELA and math using our essential standards, curriculum guides, assessment blueprints, pacing guides, and textbooks. We develop and implement common formative grade level assessments to frequently monitor each student's learning of essential standards and we provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets. Our educators create and implement a master instructional schedule at each grade level to provide a protected block of core instructional time for all areas of the content. We initiate individual and small group programs to provide additional intervention and enrichment learning time for students. We provide parents with resources and strategies to help their children succeed academically. Information is provided through newsletters and Weekly Webber Updates on ParentSquare about parent-teacher conferences, community connection events, and other family nights. Our educators use a variety of best instructional strategies to help all students learn essential standards at or above grade level proficiency targets, using OSPIs Best Practices Menu. Lastly, we work together to provide ongoing, job-embedded professional development.

School Level Data

Data from the 2024-2025 school year:
All goals related to students living in poverty

- Of 3-5th graders were proficient on the ELA SBA
  - 3rd grade: 22% proficient
  - 4th grade: 16% proficient
  - 5th grade: 27% proficient
- Of 3-5th graders were proficient on the Math SBA
  - 3rd grade: 23% proficient
  - 4th grade: 18% proficient

- 5th grade: 28%

Attendance of 5th grade students (total students: 52):

- 42% had good attendance (22)
- 35% were at risk (18)
- 23% had chronic attendance (12)
  - This data includes all students

Data from the 2025-2026 school year (Fall MAP)

- Kindergarten
  - ELA: 61% proficient, 14% proficient
  - Math: 78% proficient, 22% proficient
- 1st grade
  - ELA: 63% proficient, 34% proficient
  - Math: 77% proficient, 40% proficient
- 2nd grade
  - ELA: 60% proficient, 36% proficient
  - Math: 78% proficient, 41% proficient
- 3rd grade
  - ELA: 63% proficient, 17% proficient
  - Math: 64% proficient, 19% proficient
- 4th grade
  - ELA: 45% proficient, 23% proficient
  - Math: 64% proficient, 35% proficient
- 5th grade
  - ELA: 66% proficient, 26% proficient
  - Math: 57% proficient, 23% proficient

School Improvement Action Plan: *Chronic Absenteeism*

Area for Improvement: Last year (2024-2025), we had 29% of our current 5th grade students attend school consistently. 27% were at risk and 44% were considered chronic.

Goal Statement: Students at Kamiak Elementary will consistently demonstrate behaviors that Learning is Required by ALL Kestrels which will positively increase 5th grade attendance and tardy records from 2024-25 to 2025-26. More specifically, increase our positive attendance from 42% to 90%.

Action Plan

Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources
Information Letter to all students and parents that includes benefits of regular attendance **Attendance Protocol** 1. Phone, Monitor Attendance Data Daily 2. Email or Phone Call from Teacher about missed days. Phone call from AP if attendance does not improve 3. Letter to Families about missed days 4. Take Data Informed Steps to eliminate or reduce student's	We want the cohort of students that are in fifth grade to improve their attendance & tardies from the previous year	Skyward Attendance Reports Custom Attendance Reports	Less unexcused absences and tardies this year than the previous year for this cohort of students.	Attendance Secretary Assistant Principal Teachers SIT team	1. Daily 2. As needed 3. After 3rd unexcused or 7th excused absence 4. After 3rd unexcused or 7th excused absence 5. Between 2 and 7 unexcused absences 6. Between 2 and 7 unexcused absences 7. After 7 unexcused in a month or 15 cumulativ	Skyward Attendance Reports Community Engagement Board State Attendance Truancy Requirements Attendance Awareness Materials Information Letter for Parents

ces 5. Attendance: Meeting with Parents and AP-Create Family Plan 6.RTI for Students with high attendance issues (Community Engagement Board): Enter in agreement 7. File truancy petition					e absences	

School Improvement Action Plan: *Targeted Population ELA Goal*

Area for Improvement: In the 2024-2025 school year our students living in poverty achieved this level of proficiency on the ELA SBA:

- 3rd grade: 22% proficient
- 4th grade: 16% proficient
- 5th grade: 27% proficient

Goal Statement:

In the 2025-2026 school year, our goal for each grade is as follows for ELA SBA:
3rd (targeted population): 17% proficient to 27% proficient
4th (targeted population): 23% proficient to 35% proficient
5th (targeted population): 26% proficient to 32% proficient

*proficient=scoring a Level 3 or 4
**proficiency is based off of MAP Projected SBA scores

Action Plan						
Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources

Curriculum: -Clarify & Pace Essential Standards(skills, concepts & dispositions) in each area of Language Arts utilizing Standards Documents, Curriculum (Collaborative Literacy) Guides, assessment blueprints, pacing guides and textbooks. -Teachers will utilize grade level established essential standards and DOK levels Assessments: - Develop and implement common formative assessments to: 1) frequently monitor each student's learning of essential outcomes 2.) provide students with multiple	Increased results for all students on local, district, state/provincial, and national indicators	Common Formative Assessments ELA MAPS DIBELS	Seeing growth with CFAs in relation to the same essential standard. Changing WIN groups constantly, based on need. Seeing growth in MAP scores, specifically in proficiency. Seeing growth in DIBELS, specifically in proficiency.	Professional Learning Communities (Collaborative Grade Level Teams) Teachers Paraeducators	Throughout the 2025-2026 school year. Three times a year. Progress monitoring throughout the year	-Grade-Level Collaborative team goals and Pacing Guides -Solution Tree -PLC Training -Essential Standards Alignment -Common Formative Assessments -OSPI Menu of Best Practices -Prioritize Instructional Content ELA Staffing/Time -Interim Assessments -Vocabulary Lists -Core+ -SIPPS -UFLI -Intervention Schedule -ELA Core Instruction Schedule -PSD/Kamiak Professional Development -Peer Observations -Utilize TPEP evaluation growth model to support ELA instruction, including enhancement of principal

opportunities to demonstrate progress in meeting and exceeding learning targets. Instruction: -Create/implement a master instructional schedule at each grade level to provide protected blocks of instructional time for all areas of the content. -Initiate individual and small group programs to provide additional intervention and enrichment learning time for students. WIN Time. -Provide parents with resources and strategies to help their children succeed academically. Information will be provided through newsletters, parent teacher						evaluation support through collaboration -Vertical instructional alignment

conferences, and family nights. -Utilize a variety of instructional strategies to help students learn all Essential Skills at or above grade level proficiency targets, using the OSPI Best Practices Menu. Staff Development: -Collaboratively study standards & curriculum guides to generate grade level lists of essential skills. -Create a variety of common, formative assessments designed to monitor student learning of essential skills in reading and writing. -Provide ongoing, job-embedded staff development.						

School Improvement Action Plan: *Targeted Population Math Goal*

Area for Improvement: In the 2024-2025 school year our students living in poverty achieved this level of proficiency on the Math SBA:

- 3rd grade: 23% proficient
- 4th grade: 18% proficient
- 5th grade: 28% proficient

Goal Statement:
3rd (targeted population): 19% proficient to 26% proficient
4th (targeted population): 17% proficient to 32% proficient
5th (targeted population): 23% proficient to 34% proficient

*proficient=scoring a Level 3 or 4
**proficiency is based off of MAP Projected SBA scores

Action Plan						
Strategies / Activities	Desired Results	Progress Monitoring	Indicators of Success	Person(s) Responsible	Timeline	Resources

Curriculum: -Clarify and pace Essential Standards (skills, concepts & mathematical practices) in each area of Mathematics utilizing Standards Documents, Curriculum Guides, assessment blueprints, pacing guides, and curriculum materials. -Teachers will use the Bridges curricular materials scope and sequence -Teachers will utilize grade level established essential standards and DOK levels -Teachers will conduct various Number Talks and Counting Collections to deepen student understanding of Place Value, and	Increased results for all students on local, district, state/provincial, and national indicators	Common Formative Assessments Math MAPS Bridges Screeners/Pre-Assessments	Seeing growth with CFAs in relation to the same essential standard. Changing WIN groups constantly, based on need. Seeing growth in MAP scores, specifically in proficiency. Using screener and pre-assessments data to guide instruction.	Professional Learning Communities (Collaborative Grade Level Teams) Teachers Paraeducators	Throughout the 2025-2026 school year. Three times a year. Throughout the 2025-2026 school year	-Grade-Level Collaborative team goals and Pacing Guides -Solution Tree -PLC Training -Essential Standards Alignment -Common Formative Assessments -OSPI Menu of Best Practices -Prioritize Instructional Content Math Staffing/Time -Interim Assessments -Vocabulary Lists -Core+ -Bridges Interventions -Counting Collections -Number Talks -”What Doesn’t Belong” -Intervention Schedule -Math Core Instruction Schedule -PSD/Kamiak Professional Development -Peer Observations -Utilize TPEP evaluation growth

will use manipulatives, interactive resources, and materials. Assessments: -Develop and implement local, common, formative grade level assessments to:1) frequently monitor each student's learning of essential outcomes 2.) provide students with multiple opportunities to demonstrate progress in meeting and exceeding learning targets. Instruction: -Create and implement a master instructional schedule at each grade level to provide protected blocks of CORE instructional time for all areas of the						model to support Math instruction, including enhancement of principal evaluation support through collaboration -Vertical instructional alignment

content. -Initiate individual and small group programs to provide additional intervention and enrichment learning time for students. WIN time. -Provide parents with resources and strategies to help their children succeed academically. Information will be provided through newsletters, parent/teacher conferences, and family nights. -Utilize a variety of instructional strategies to help students learn all Essential Skills at or above grade level proficiency targets, using the OSPI Best Practices Menu Staff Development: -Collaboratively study standards &						

curriculum guides to generate grade level lists of essential skills. -Create a variety of common, formative assessments designed to monitor student learning of essential skills in mathematics. -Provide ongoing, job-embedded staff development.						