

<b>ELA ACTION PLAN</b>	
<b>Key Performance Outcome:</b> 90% of all students will meet standard on the Smarter Balanced Assessment (SBA) in English Language Arts (ELA) by 2027 and the median student growth percentile will be 75% by 2027.	
<b>Reading Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
Teachers will progress monitor every 4-6 weeks, high impact Tier 1 instruction and interventions of multilingual learners (ML), Learning Assistance Program (LAP), and Special Education students performing below standard, with an emphasis on increasing proficiency levels to close academic gaps in foundational skills in grades K-2; and word study within context across the curriculum, literary and informational comprehension in grades 3-5.	<ul style="list-style-type: none"> <li>• i-Ready Diagnostic Reading Assessment (fall, winter, spring)</li> <li>• REACH for Reading End of Unit Assessments grades 1-5</li> <li>• Oral Reading Fluency (ORF) Assessment K-2</li> <li>• Rapid Automatized Naming (RAN) Assessment (winter) grades K-1</li> <li>• SBA Interim Assessments 3-5 (use suggestions on ELA Instructional Snapshot)</li> </ul>
Grade level teams, with the support of building coaches and administrators, will meet in professional learning communities (PLC) during Administrator Directed Learning Improvement Fridays (ALIF), to review progress on the instructional maps, assessment, and student work. Teams will collaboratively identify the students in need of Tier 1 interventions, Tier 2 supports and interventions to increase student proficiency in specific identified literacy areas: foundational skills, word study, vocabulary, and comprehension skills for literature and informational text.	<ul style="list-style-type: none"> <li>• Grades 1-5 <ul style="list-style-type: none"> <li>○ i-Ready Diagnostic</li> <li>○ REACH End of Unit Assessments</li> </ul> </li> <li>• Grades 3-5 <ul style="list-style-type: none"> <li>○ SBA Interim Assessments</li> </ul> </li> </ul>
Implement Reach for Reading (RFR) curriculum with integrity, incorporating foundational routines for phonological awareness, phonics (decoding, encoding, and high frequency words), and fluency daily, utilizing RFR curricular resources, using Word Study resources, protocols, instructional snapshots and pacing guides, following RFR Scope and Sequence.	<ul style="list-style-type: none"> <li>• REACH End of Unit Assessments grades 1-5</li> <li>• Kindergarten: Washington Kindergarten Inventory of Developing Skills (WAKIDS) and Kindergarten Assessment Resource Kit (KARK) Assessments</li> </ul>

<b>Writing Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
<p>Teachers will continue to improve instructional skill and implementation of explicit instruction on writing, including prewriting, drafting, revising, editing, and publishing. Teach students various writing techniques, such as brainstorming, outlining, and organizing ideas. Model the writing process and provide guided practice to develop skills.</p>	<p>Grades K-2</p> <ul style="list-style-type: none"> <li>• Rubrics and anchor papers for narrative, informational, and opinion writing based on Building Foundations that Last (BFTL)</li> </ul> <p>Grades 3-5</p> <ul style="list-style-type: none"> <li>• Baseline and mid-year assessments based in district writing rubrics as evidenced in students' writing essay and samples in narratives, informational, persuasive and opinion writing</li> <li>• SBA Interim Assessment Block (IAB) data</li> </ul>
<p>Teachers will emphasize the importance of vocabulary and grammar in writing. They will teach students unfamiliar words, encourage them to use descriptive language, and provide opportunities for vocabulary expansion. They will integrate grammar lessons to improve sentence structure, punctuation, and usage.</p> <ul style="list-style-type: none"> <li>• Differentiate writing instruction by providing additional opportunities for struggling writers through small group instruction, one-on-one conferences, or targeted interventions.</li> </ul>	<p>Grades K-2</p> <ul style="list-style-type: none"> <li>• Quarterly benchmarks based on BFTL benchmarks</li> </ul> <p>Grades 3-5</p> <ul style="list-style-type: none"> <li>• Writing assessments based on writing foundation benchmarks.</li> <li>• SBA IAB data</li> </ul>
<p>Regularly assess students' writing progress using a variety of formative and summative assessments. Use benchmarks, rubrics, checklists, and writing samples to evaluate their strengths and areas for improvement. Provide timely and specific feedback to guide their growth.</p>	<ul style="list-style-type: none"> <li>• Integrated performance tasks in grades 2-5 in elementary units</li> <li>• Washington Comprehensive Assessment of Science (WCAS) Practice Assessments</li> </ul>

<b>MATH ACTION PLAN</b> <b>Key Performance Outcome:</b> 90% of all students will meet standard on the Smarter Balanced Assessment (SBA) in math by 2027 and the median student growth percentile will be 75% by 2027.	
<b>Math Action Items</b> (Actions that <b>improve</b> performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
The building instructional coach will provide professional learning opportunities, ongoing coaching cycles, and support for Illustrative Math (IM) in grades K-5, with an emphasis on <i>Building Thinking Classrooms</i> .	<ul style="list-style-type: none"> <li>• Panorama staff survey</li> </ul>
Teachers provide 75-90 minutes of math instruction with an emphasis on implementing math language routines, math centers, and Building Thinking Classrooms.  Grade level teams will review student responses on formative assessments (cool-downs and checkpoints) and use multiple sources of student responses to inform planning for upcoming lessons.	<ul style="list-style-type: none"> <li>• KARK Assessment (K)</li> <li>• i-Ready Diagnostic Math Assessment</li> <li>• Common Grade Level Formative and Summative Illustrative Math End of Unit Assessments (grades K-5)</li> </ul>
Grade level teams, academic coaches, and administrators will create data reports using i-Ready, and other common assessments to monitor student progress and plan interventions, with an emphasis for ML and Special Education students during ALIF and PLC meetings.	<ul style="list-style-type: none"> <li>• Progress monitoring every 4-6 weeks during ALIF time using data from:               <ul style="list-style-type: none"> <li>○ Common formative and summative assessments</li> <li>○ i-Ready lesson progress monitoring</li> <li>○ Grades K-5: i-Ready Diagnostic results, i-Ready instructional growth, IM Cool downs, IM section check points, KARK (K), IM Unit Assessments</li> </ul> </li> <li>• SBA Interim Assessments grades 3-5 (use suggestions on Math Instructional Snapshot)</li> </ul>

<b>SCIENCE ACTION PLAN</b> <b>Key Performance Outcome:</b> 90% of all students will meet standard on the Washington Comprehensive Assessment of Science (WCAS) by 2027.	
<b>Science Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the WCAS?
<p>Teams will participate in professional learning opportunities provided by the building in the areas of science, technology, engineering, art, and math, for implementation of the grades K-5 Science and Engineering Curriculum.</p> <p>Teams will unpack the units, utilizing Next Generation Science Standards (NGSS) Transition Guides, priority standards, pacing guide, and district WCAS-like assessments for backwards planning and implementation of standards-aligned instruction.</p> <p>Teams will implement all parts of the 5E Science Instructional Framework (Engage, Explore, Explain, Elaborate, and Extend) in science unit lessons, with an emphasis on Claim, Evidence, and Reasoning (CER).</p>	<ul style="list-style-type: none"> <li>• Panorama staff survey</li> <li>• WCAS-like End of Unit Assessments</li> <li>• WCAS performance tasks</li> </ul>
<p>Teams will increase opportunities for students to use academic vocabulary in oral and written communications to construct explanations, engage in argumentation from evidence, and build skills in applying all NGSS science and engineering practices within science and engineering lessons.</p>	<ul style="list-style-type: none"> <li>• Student science notebooks include labeled diagrams/created models, written explanations, and academic vocabulary from discussions (grades K-5)</li> </ul>

# Create a welcoming culture that is physically, emotionally, and intellectually safe and provides equitable and accessible opportunities for all.

## Key Performance Outcome(s):

**Welcoming Culture:** To provide all students and families the opportunity to contribute their strengths and talents to our school community.

**Physical, Emotional and Intellectual Safety:** Increase safety through consistent Positive Behavioral Intervention Supports (PBIS) implementation, RULER social emotional learning (SEL), and Tier 1 and 2 supports.

**Equitable and Accessible Opportunities:** 75% of multilingual learner (ML) students will be on track to transition out of services within six years by 2029.

<b>Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
<b>Welcoming Culture</b>	
Communicate with families using the new district parent format.	<ul style="list-style-type: none"> <li>• Panorama parent survey</li> <li>• Natural Leaders participation</li> </ul>
Create diverse and culturally inclusive performances and events for students and families.  Provide weekly English language classes in a supportive group environment at Woodside Elementary.	<ul style="list-style-type: none"> <li>• Panorama parent survey</li> <li>• Attendance at Family Night Events</li> </ul>
<b>Physically, Emotionally, and Intellectually Safe Environment</b>	
Implement strategies for improving the PBIS program school wide, as identified in the Benchmark of Implementation (BOI) Fidelity Action Plan. <ul style="list-style-type: none"> <li>• Identify PBIS team composition and responsibilities for data entry, tracking, analysis, and transparent staff communications;</li> <li>• Responding to challenging behaviors with effective procedures for: teachers, paraeducators, and administration;</li> <li>• Review Behavior Matrix for all areas of the school;</li> <li>• Enhance recognition program for students; and</li> <li>• Staff buy-in for consistency of implementation.</li> </ul> Integrate Second Step and RULER instruction/practices with fidelity within the SEL program.	<ul style="list-style-type: none"> <li>• Multi-Tiered Systems of Support (MTSS)/PBIS team (behavior data)</li> <li>• Electronic referral and quantitative data analysis</li> <li>• Counselor tracking system</li> <li>• 504/individualized education program (IEP) documentation</li> <li>• Panorama parent and student survey</li> </ul>

Equitable and Accessible Opportunities	
Identify and monitor all students needing support and provide equitable opportunities to increase student achievement in ELA and math performance.	<ul style="list-style-type: none"> <li>• Equity targets</li> <li>• i-Ready data</li> <li>• Imagine Language and Literacy Data</li> <li>• SBA data</li> <li>• REACH and IM Unit Assessments</li> </ul>
All staff will engage in professional development centered around equity, diversity, inclusion, and culturally relevant instructional practices to be better equipped in providing equitable access for all students.	<ul style="list-style-type: none"> <li>• Staff participation October 11 Diversity training</li> <li>• Staff participation in district Diversity Webinars</li> <li>• Increased implementation of culturally responsive instructional practices in all classrooms</li> </ul>

## ATTENDANCE

### Key Performance Outcome(s):

Attendance rates will reach 90% for all and every subgroup by 2027.

<b>Attendance Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
Improve communication systems to help families understand the impact of absences on school success through regular and varied means: newsletters, school website, postcards, conferences, social media, and individual meetings.	<ul style="list-style-type: none"><li>• Schoolwide absences and rate by month</li><li>• Attendance rate of parents attending meetings</li><li>• Tracking data on number of parents who are opening digital letters to indicate they have been received</li></ul>
Implement strategies, such as: home visits, community engagement boards (CEB), daily check-ins, and agency referrals to provide support to students who have missed 10% of school days, with an emphasis on ML students (grades K-5).	<ul style="list-style-type: none"><li>• Daily and monthly attendance data</li><li>• Meeting notes and documentation</li><li>• Parent participation and survey</li><li>• Documentation from Paraprofessionals providing Check-Ins</li></ul>
Attendance Team to monitor attendance and develop action plans of intervention strategies for students who are at risk of becoming chronically absent.  Clear and ongoing communication with staff.	<ul style="list-style-type: none"><li>• Monthly attendance reports</li><li>• Attendance reports shared with staff</li></ul>

## FAMILY PARTNERSHIPS ACTION PLAN

### Key Performance Outcome(s):

Increase family participation/involvement by 15%.

<b>Family Partnerships Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
Expand staff engagement opportunities to welcome a culture of inclusion, belonging, and social interactions among school staff and families at Woodside.	<ul style="list-style-type: none"><li>• Attendance at family night events</li><li>• Panorama parent survey</li></ul>
Authentic two-way communication with families, with an emphasis on LAP and multilingual families.	<ul style="list-style-type: none"><li>• Parent-teacher conferences</li><li>• Panorama parent survey</li></ul>
Implement strategies to increase the participation of all families.	<ul style="list-style-type: none"><li>• Survey data</li><li>• Participation data</li></ul>

## INSTRUCTIONAL TECHNOLOGY

### Key Performance Outcome(s):

100% of our students have access to technology to collaborate, think critically, investigate, and solve problems.

<b>Instructional Technology Action Items</b> (Actions that improve performance towards outcomes) What are you going to do?	<b>Key Performance Indicators (KPIs)</b> (Formative measures of actions) What measure will you use to determine the success of your action items?
Utilize technology tools to enhance student learning during instruction: <ul style="list-style-type: none"><li>• Integration of interactive panel as projection and engagement activities; and</li><li>• Regular use of sound enhancement devices to support student learning.</li></ul>	<ul style="list-style-type: none"><li>• Regular use of panels during instruction</li><li>• Panorama staff and student surveys</li></ul>
Professional development for effective use of technology resources during instruction and assessment.	<ul style="list-style-type: none"><li>• Staff participation in professional development (PD)</li></ul>
Use of technology tools for progress monitoring, developing assessments, and creating data reports that inform teaching and learning.	<ul style="list-style-type: none"><li>• i-Ready reading and math diagnostic</li><li>• REACH For Reading online unit assessment data</li><li>• Illustrative math unit assessments</li><li>• Staff entries of student data/interventions on Panorama</li></ul>