

ELA ACTION PLAN	
Key Performance Outcome: 90% of 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.	
Reading Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
<ul style="list-style-type: none"> Teachers will closely 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"> Kindergarten Assessment Research Kit (KARK) assessment i-Ready Diagnostic Reading Assessment Growth (fall, winter, spring) REACH for Reading (RFR) Online Unit Assessments grades 1-5 I-Ready Oral Reading Fluency (ORF) Assessment (spring) kindergarten ORF Assessment (fall, winter, spring) grades 1-2 Rapid Automatized Naming (RAN) Assessment (fall) grade 2 RAN Assessment (winter) grades K-1
<ul style="list-style-type: none"> Grade level teams will meet in their professional learning communities (PLC) during Administrator Directed Learning Improvement Friday (ALIF) with instructional coaches and administration to review progress on the instructional maps, assessment, and student work. Teams will 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, comprehension skills for literature and informational text. 	<ul style="list-style-type: none"> Grades 2-5 <ul style="list-style-type: none"> Fall, winter, i-Ready Diagnostic REACH Unit Comprehension Assessments Standards Mastery Assessments Grades 3-5 <ul style="list-style-type: none"> SBA Interim Assessments
<ul style="list-style-type: none"> Implement 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"> i-Ready Diagnostic Reading Assessment Growth (fall, winter, spring)

Writing Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
<ul style="list-style-type: none"> Teachers will implement high-impact strategies (Guided Language Acquisition Design [GLAD]) mini-lessons aligned to benchmarks, mentor texts to close the performance gap for all students below grade level proficiency. 	<ul style="list-style-type: none"> Grades K-2 <ul style="list-style-type: none"> Baseline and mid-year assessments based on Building Foundations that Last (BFTL) as evidenced in student writing essays and samples in narrative, informational writings Grades 3-5 <ul style="list-style-type: none"> 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 SBA Interim Assessment Block (IAB) data
<ul style="list-style-type: none"> Implement writing in all content areas (math journals, science journals, writing journals, daily quick writes, and power writes) to increase the number of students meeting standard on the SBA research/inquiry writing for grades 3-5 and to increase students' writing skills in grades K-2 based on the writing foundations benchmarks and rubrics. 	<ul style="list-style-type: none"> Grades K-2 writing assessments based on BFTL benchmarks Grades 3-5 writing assessments based on writing foundation benchmarks SBA IAB data (3-5)
<ul style="list-style-type: none"> Integrate Science, Technology, Engineering and Mathematics (STEM) ELA performance tasks to have students practice claim, evidence and reasoning applying Next Generation Science Standards (NGSS) in their writing to develop strong writing task skills. 	<ul style="list-style-type: none"> Integrated performance tasks in grades 2-5 in elementary units Washington Comprehensive Assessment of Science (WCAS) Practice Assessments

<div> MATH ACTION PLAN <div> Key Performance Outcome: 90% of 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. </div> </div>	
Math Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What is the measure of student learning that would predict strand level proficiency performance on the SBA?
<ul style="list-style-type: none"> The building math coach will provide professional learning opportunities, ongoing coaching cycles, and support for the implementation of Illustrative Math in grades K-5. 	<ul style="list-style-type: none"> Professional development survey
<ul style="list-style-type: none"> Teachers provide 75-90 minutes of math instruction to include the shift to a “Launch, Work, Synthesize” lesson structure. Grade level teams will review student responses on formative assessments (cool-downs, practice problems, teacher questions) and use multiple sources of student responses to inform planning for upcoming lessons. 	<ul style="list-style-type: none"> KARK Assessment (K) i-Ready Diagnostic Math Assessment (fall, winter, spring) i-Ready data (lessons) Common Grade Level Formative (Cool downs, Checkpoints) and Summative Illustrative Math Unit Assessments (grades K-5) i-Ready Standards Mastery Assessments
<ul style="list-style-type: none"> Grade level teams, academic coaches, and administrators will create data reports using i-Ready, Performance Matters, and other common assessments to monitor student progress and plan interventions, with an emphasis for ML and Special Education students during ALIF and Core Academic Support Team (CAST) meetings. 	<ul style="list-style-type: none"> Monitor every 4-6 weeks during ALIF time using data from: <ul style="list-style-type: none"> Common formative and summative assessments i-Ready Progress monitoring and/or Standards Mastery Grades K-5: i-Ready Diagnostic results, i-Ready instructional growth, IM Cool downs, IM section check points, KARK (K), IM Unit Assessments Grades 3-5: SBA Interim Assessments

SCIENCE ACTION PLAN

Key Performance Outcome:

90% of students will meet standard on the Washington Comprehensive Assessment of Science (WCAS) by 2027.

Science Action Items

(Actions that improve performance towards outcomes)

What are you going to do?

Key Performance Indicators (KPIs)

(Formative measures of actions)

What is the measure of student learning that would predict strand level proficiency performance on the WCAS?

- The building science, technology, engineering, arts and math (STEAM) coach will provide professional learning opportunities, coaching cycles, and support for the implementation of the K-5 Science and Engineering Curriculum.
- Teachers will unpack the units, utilizing NGSS Transition Guides, priority standards, pacing guide, and district WCAS-like assessments for backwards planning and implementation of standards-aligned instruction.
- Teachers will implement all parts of the 5E Science Instructional Framework in their science unit lessons – Engage, Explore, Explain, Elaborate, and Extend.

- Professional development survey
- WCAS-like End of Unit Assessments
- WCAS performance tasks

- Teachers will provide opportunities for students to construct explanations, engage in argumentation from evidence, and build skills in applying all NGSS science and engineering practices within science and engineering lessons.

- Student science notebooks include labeled diagrams/created models, written explanations, and academic vocabulary from discussions (K-5)

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) implantation, RULER social emotional learning (SEL), and Tier 1 and 2 supports.

Equitable and Accessible Opportunities: 75% of English Language (EL) students will be on track to transition out of services within six years by 2029.

Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
Welcoming Culture	
<ul style="list-style-type: none"> Communicate via emails, newsletters, translation services, and PTA information to inform families. 	<ul style="list-style-type: none"> Teacher and principal newsletters Family survey Natural Leaders and Cultural Connectors participation Let's Connect parent meetings
<ul style="list-style-type: none"> Create diverse and culturally inclusive performances and events. Provide weekly English language classes in a supportive group environment at Woodside Elementary throughout the 2022-23 school year. 	<ul style="list-style-type: none"> Natural Leaders feedback Parent survey results Multicultural Night
Physically, Emotionally, and Intellectually Safe Environment	
<ul style="list-style-type: none"> Incorporate common PBIS systems, consistently, throughout the building to support a positive, and safe learning environment and improve school climate. Woodside staff participate in RULER (SEL) training in preparation for implementation with students during the 2023-24 school year. 	<ul style="list-style-type: none"> Multi-Tiered Systems of Support (MTSS)/PBIS team (behavior data) Electronic referral and quantitative data analysis Counselor's tracking system 504/individualized education program (IEP) documentation RULER (SEL) training participation
<ul style="list-style-type: none"> Regular safety team meetings to discuss and act on building student and staff safety. 	<ul style="list-style-type: none"> Debrief notes and staff feedback Safety work order completion Staff, student, family feedback survey

Equitable and Accessible Opportunities	
<ul style="list-style-type: none"> 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"> Equity targets i-Ready data Imagine Learning English data SBA data REACH and IM Unit Assessments
<ul style="list-style-type: none"> All staff will engage in professional development centered around equity, diversity, inclusion, and cultural relevant instructional practices to be better equipped in providing equitable access for all students. 	<ul style="list-style-type: none"> Completion of the third module from Bill De La Cruz Increased implementation of culturally relevant instructional practices in daily classroom practices

ATTENDANCE

Key Performance Outcome(s):

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

Attendance Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
<ul style="list-style-type: none">Communicate the impact of absences on school success with students and families through regular and varied means: schoolwide lessons, newsletters, school website, postcards, conferences, social media, and individual meetings.	<ul style="list-style-type: none">Schoolwide absences and rate by month, both overall and disaggregated by race/ethnicity, SES, and program
<ul style="list-style-type: none">Implement strategies, such as: home visits, community truancy boards (CTB), and agency referrals to provide support to students who have missed 10% of school days, with an emphasis on Hispanic/Latino students (K-5).	<ul style="list-style-type: none">Daily and monthly attendance dataMeeting notes and documentationParent participation and survey
<ul style="list-style-type: none">Attendance Engagement Team to monitor attendance and develop action plans of intervention strategies for students who are at risk of becoming chronically absent.	<ul style="list-style-type: none">Monthly attendance reports

FAMILY PARTNERSHIPS ACTION PLAN

Key Performance Outcome(s):

Increase family participation/involvement by 15%.

Family Partnerships Action Items (Actions that improve performance towards outcomes) What are you going to do?	Key Performance Indicators (KPIs) (Formative measures of actions) What measure will you use to determine the success of your action items?
<ul style="list-style-type: none">Expand a welcoming culture of inclusion, belonging and social interactions.	<ul style="list-style-type: none">Attendance at family night eventsPanorama parent surveyIncreased attendance of Hispanic/Latino families
<ul style="list-style-type: none">Develop authentic two-way communication with families, with an emphasis on EL and families of color.	<ul style="list-style-type: none">Parent-teacher conferencesAttendance at Let's Connect parent meetingsPanorama parent survey
<ul style="list-style-type: none">Develop and implement strategies to increase the participation of EL and families of color (may include Multicultural Nights, Focus groups, Natural Leaders).	<ul style="list-style-type: none">Survey dataParticipation dataNatural Leader participation

INSTRUCTIONAL TECHNOLOGY

Key Performance Outcome(s):

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

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