



Washington Elementary School

Heidi Paullus, Principal

Site Action Plan

2024-2025



Pendleton School District Site Action Plan

Site: Washington Elementary School

School Year: 2024-2025

District Goal: PSD Goal #1 Pursuit of Instructional Excellence

Critical Element: Use the PSD instructional framework, grade-level created scope and sequence, and the district MTSS process to focus on instructional practices and student support.

Specific Goal: Collect and monitor student data in the area of reading and math to determine needed grade-level, classroom, or individual supports that enhance student progress toward grade level growth.

Current Status: Our district and school continue to make a focused effort on the needs of our students through grade level mastery and/or appropriate growth. We understand the pandemic has affected some demographics in a disproportionate way, we are focused on identifying where students are and creating support for them to move forward socially, emotionally, and academically.

We will focus on ELA and Math for all grades. In an effort to support students in making typical grade-level growth as well as accelerated growth, we have adjusted our scope and sequence in order to meet students where they are, provide grade level core instruction, and identify students who need targeted instruction to meet their individual needs.

Desired Status: Students will make grade level progress by following systems with fidelity, using data to drive decisions and focusing on practices that yield high results for student learning.

Assigned To:

Target Date:

All Staff

2024-25 SY

Action #	Date	Action Step:	Assigned To:	Target Date:
1		<p>District grade-level teams will review the scope and sequence for the newly adopted curriculum.</p> <p>They will collaborate about best practices, learning the new curriculum scope and sequence, and share strategies, tips and tricks for getting our students their needed content at their grade-level for CORE instruction. They will focus on ELA and Math at grade-level district PLC meetings. They will determine the most essential learning</p>	Grade level PLC teams	Building and District PLC Days on Late Start Mondays

		targets, and how to adjust the pacing of each learning target for both ELA and math.		
2		<p>Diagnostics & District Data Review: ALL students take the district required diagnostic assessments for reading and math, using iReady tools. Testing will take place 3x per year, during the district provided diagnostic window.</p> <p>Students will be given reading and math fluency checks, 3x per year, during the same district diagnostic window.</p>	Classroom teachers, Intervention Specialists, support staff	Building PLC Meetings
4		<p>MTSS Meetings: Classroom teachers, Special Education Teachers, specialists and administration meet with grade-levels to review data and adjust student skill groups or individual supports, as needed.</p>	Classroom teachers, SpEd teacher, Intervention Specialist, administrators, BSS, CDS, SLP, Title VI, School Psych	Every 6 weeks
5		<p>Impact Teams: Teachers are engaging with the Impact Teams with a focus on RI.1 and RI.3. They are working as a team and vertically aligning holistic rubrics to work on summarization of reading informational text. This standard hits skills in both reading and short written response. Skills learned through this process will be refined and expand to other standards and subject areas.</p>	3 - 5 Classroom Teachers	Ongoing throughout the year with training days in Sept, Oct, Dec, Jan, Feb, and June
6		<p>Follow strong instructional practices with fidelity:</p> <ul style="list-style-type: none"> • Learning Targets for CORE instruction times • Engagement techniques; specifically student discourse strategies and academic language • CHAMPS within transition between activities • Practice Collective Teacher Efficacy 	Classroom teachers, Intervention Specialist, support staff	Ongoing throughout the year



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District Goal: PSD Goal # 2 Responding to the needs of all students

Critical Element: Meeting the physical, social, and mental health needs of students.

Specific Goal: Provide support for all students, and target needs of students identified at risk (yellow and red) on the SEL screener, in SST Meetings, or by request of parents.

Current Status: The post pandemic world continues to impact our students. We are focusing on this area through school wide, specific grade level, and individual social-emotional supports. Research and observation continue to reinforce that poverty, trauma, mental illness, and other factors can impact a child's ability to be successful in academic and social-emotional areas.

To support all our students' sense of safety, increase positive relationships, increase academic progress, increase social-emotional well-being, we will continue to incorporate SEL into our MTSS Tiered supports by using the screener to inform groupings, as well as SST meetings, and parent/family needs.

Desired Status: Students will:

- Be aware of their emotional state and the impact they have on others.
- With the use of resources and supports, regulate their emotions, to be in a safe mental and physical state for learning.
- Use problem-solving strategies to make improvements in their own lives and the lives of others.
- Feel a sense of belonging and safety by treating and accepting other people as important members of our school community.

Assigned To:

Target Date:

Washington Staff

2024-25 SY

Action #

Date

Action Step:

Assigned To:

Target Date:

1

Daily
Sept -

Whole school activities for self awareness & positive citizenship
30 mins per day scheduled for all classes to have SEL structured lessons

Washington Staff

2024-25 SY

	June	<p>using Purposeful People, Conscious Discipline, or Great Body Shop.</p> <p><u>Daily announcements</u>- positive affirmation for the day, positive trait of the month, teachers discuss in their classrooms, recognition of student & staff birthdays (to celebrate all students and staff), as well as student recognition activities.</p> <p><u>Wildcat Cards</u>: Classified staff members will use Wildcat cards to recognize great citizenship for students. Students turn into the office for quick reward and a drawing once a month.</p> <p><u>Common language</u>: Staff will focus on common expectations and safety through positive language and the use of CHAMPS protocol school wide. Examples: "We walk in the hallway so our school is safe!" "We will be at conversation level zero in the hallway." "Our expectation is that students are ready at their desk instead of the door."</p>		
2	Oct Jan May	Three times a year, teachers will complete the DESSA SEL screener for each student in their class. We will review data, identify trends, and target whole school, small group, and individual supports needed.	BSS, CDS, Teachers	Oct, Jan, May
3	Every 6 weeks	MTSS Meetings: Classroom teachers, Special Education Teachers, Intervention Specialists, CDS, BSS and administration meet as grade-level teams to review behavior data, update SEL group lists, and adjust student plans as needed. Groups target self awareness, problem-solving, self-regulation, etc. as needed per each student	Classroom teachers, SpEd, Intv Spec, CDS, BSS & admin	Every 6 weeks throughout the school year as scheduled on the PLC calendar
4	Weekly	SST Meetings: Team meeting to review discipline data, review BIPs and how students are responding to interventions.	Admin, BSS, CDS	Every Monday
5	Sept - June	<p>Conscious Discipline strategies in every classroom- using the brain state model to identify needs, self-regulate before responding to students, support students with emotional identification and regulation.</p> <ul style="list-style-type: none"> • Greetings- Every morning and some transitions • Wish Wells- Process for supporting the school-family in every classroom • Classroom lessons- Using the purposeful people, character first curriculum, or feeling buddies curriculum • Safe Space - Implemented in each classroom for Tier 1 level behaviors <p>This will be monitored with classroom observations</p>	Classroom teachers, specialists, classified staff, CDS, BSS, Intv Spec, & Administration	2024-25 SY
6	Daily Sept - June	Success Room or Identified Success Areas - A staffed location outside the classroom after tier 1 level behavior interventions have been tried with the student (ie: calming corner, think sheet, etc...) or a student	Instructional Assistant Staff, CDS, BSS,	2024-25 SY

		that is emotionally not ready for learning at that time and needs a chance to regroup away from the eyes of other classmates. Data is collected on a spreadsheet on who and how the room is being used. Data is reviewed as part of the SST meetings held monthly.	Administration	
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