



McKay Creek Elementary School

*Anne Sokoloski, Principal*

Site Action Plan

2024-2025



# McKay Elementary School Site Action Plan 2024-2025 Goal #1

**Site:** McKay Creek Elementary School  
**School Year:** 2024-2025

**District Goal:** Consistency in the Pursuit of Instructional Excellence.

**Critical Element:** Focus, sustain, and apply the Pendleton School District Instructional Framework, support grade-level PLCs to create rigorous scope and sequence, maintain the district MTSS process to emphasize growth, improve instructional practices and sustain student support all to improve student learning through intentional instructional practices.

**Specific Goal:** Collect and monitor student progress data in the area of Reading and Math to determine needed grade-level and individual supports/interventions in every 1st-5th grade classroom. To ensure students are progressing toward grade level progress and growth by following systems with fidelity.

**Current Status:** There continues to be a wide range of student performance at each grade level. Our school will focus on Reading and Math for all grades. In an effort to support students in making typical grade-level growth as well as lesson the gap we will adjust scope and sequence in order to meet students where they are, provide grade-level core instruction, and identify students who need targeted instruction.

We will focus on strong, engaging, rigorous instructional practices that produce higher results for student learning.

The impact of the pandemic still impacts the abilities and academic levels of students. The district is dedicated to focussing on the needs of students, working toward getting all students on track, and providing rigor for all students.

**Desired Status:** Students will make grade-level appropriate growth as indicated by iReady diagnostics. We will collect and monitor student progress data in the area of Reading and Math to determine needed grade-level, classroom, or individual supports.

**Assigned To:**

Teachers  
Intv. Spec.

**Target Date:**

2024-2025  
school year

<b>Action #</b>	<b>Date</b>	<b>Action Step:</b>	<b>Assigned To:</b>	<b>Target Date:</b>
1		District grade-level teams will review the scope and sequence for the newly adopted Reading curriculum, Benchmarks. They will work as a team to 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 Reading and Math at grade-level PLC meetings. They will determine the most essential learning targets, and how to adjust the pacing of each learning target for both Reading and Math, Big Ideas.	Grade Level PLC teams	Aug. 2024 Oct. 2024 Jan. 2025 Apr. 2025
2		Accurately diagnosing the need and monitoring all students. All students take the district required diagnostic assessments for Reading and Math using iReady. Testing will take place three times each year, during the district provided diagnostic window. Students will also be given Reading and Math fluency checks during the same district diagnostic window three times each year.	Teachers, Intv. Spec. support staff	Sept. 2024 Jan. 2025 May 2025
3		15% of students identified as needing extra, targeted support will be determined at each grade level. Teachers and Intervention Specialists will evaluate the diagnostic information to determine the specific lagging skills of each student. Teachers will use this information to develop the program or focus of each student's intervention instruction. Teachers and Intervention Specialists will plan and monitor the curriculum and/or program and progress of their students who need interventions.	Teachers, Intv. Spec., support staff	Ongoing throughout the school year
4		MTSS Meetings: Teachers, Special Education Teachers, Specialists and Administration meet with grade-levels to review data and adjust student skill groups and individual supports as needed.	Teachers, SpEd Teachers, Intervention Specialist, Admin, BSS,	Every 6 weeks throughout the year as scheduled on the PLC calendar

		Progress and Data will be documented in a shared MTSS sheet. At the beginning of the year, they will review their in-coming students' information to prepare for student's needs. During the year they will review and document student progress at every MTSS meeting or as changes occur. At the end of the year they will add any notes necessary for the next year to set every student up for success.	CDS, SLP, School Psych.	
5		Annual SBAC Assessment for Grades 3rd - 5th in the areas of Reading and Math.	Teachers, SpEd Teachers, Support Staff	May 2025



# McKay Elementary School Site Action Plan 2024-2025 Goal #2

**Site:** McKay Creek Elementary School  
**School Year:** 2024-2025

**District Goal:** Responding to the needs of all students.

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

**Specific Goal:** Provide support for all students, and target needs of students identified as at risk (yellow and red) on the DESSA SEL screener.

**Current Status:** We all know that poverty, trauma and mental illness negatively impact a child's ability to achieve academic and social-emotional success. Additionally, the impact of the COVID-19 pandemic including Comprehensive Distance Learning, the separation of students from their peers and school, the isolation at home, etc. continue to plague our students. Each year since returning to a new normal, we find the need to focus on the whole school and individual social-emotional supports greater than ever.

In an effort to support students and reduce the negative impact in relationships, academic progress, and social-emotional health, we will provide support that targets self-awareness, emotional regulation, problem-solving strategies and positive citizenship.

**Desired Status:** Students will be able to:

- have self-awareness about their emotional state and their impact during interactions with others.
- regulate their emotions, using resources to be in a cognitive state for optimum academic and social-emotional learning.
- use problem-solving strategies to make improvements in their own lives and the lives of others.
- have a school where they belong and treat and accept other students as an important school family member.

**Assigned To:**

McKay Staff

**Target Date:**

2024-2025  
school year

Action #	Date	Action Step:	Assigned To:	Target Date:
1	Daily Sept. June	<p>Whole school activities for self awareness &amp; positive citizenship, 30 mins per day scheduled for homerooms to have SEL structured lessons using the Purposeful People, Conscious Discipline, or district health curriculum.</p> <p>Announcements- "Shout Outs," greetings, wish wells, green slip winners, recognition of student &amp; staff birthdays, as well as other student recognition activities and assemblies. We scheduled five assemblies for the year where students are recognized for outstanding character traits, improvement, Reading and Math excellence, Principal's Award, etc.</p> <p>Positive/Common language used by staff with students for supporting positive behavior. Focus on wording corrections in the positive and acknowledging what students are doing right. For example, Instead of saying, "don't run in the hall" we will say, "you are walking in the hallway so our school is safe!" Eventually this will become the habit and the norm. We want to get away from a negative "No" environment.</p>	McKay Staff	Sept 2024 - June 2025
2	Oct Jan May	Three times each year, teachers will complete the behavior screener for each student assigned to their classroom in order to identify students with social or emotional needs. Results and data will be reviewed three times per year and discussed at regularly scheduled MTSS meetings.	BSS, CDS, Teachers	Oct 2024 Jan 2025 May 2025
3	Every 6 weeks	MTSS Meetings will be held with Teachers, Special Education Teacher, Intervention Specialist, CDS, BSS and Administrator at each grade level every six weeks to review attendance, behavior data, SEL groups, interventions and tiers of support. Adjustments will be determined by the team, growth will be monitored and assessed at each meeting as well.	Classroom Teachers, SpEd, Intv. Spec., CDS, BSS & Admin.	Every 6 weeks throughout the school year as scheduled on the PLC calendar
4	Sept - June	Conscious Discipline and CHAMPS strategies will be present in every classroom. Use of the brain state model to identify needs, self-regulation before responding to students, support	Classroom Teachers, Specialists,	Sept 2024- June 2025

		<p>students with self awareness and self regulation tools.  Classroom lessons and opening routines will consist of:</p> <ul style="list-style-type: none"> <li>● Greetings- Every morning and some transitions</li> <li>● Wish Wells- Process for supporting the school-family in every classroom</li> <li>● Classroom lessons- Using Purposeful People. Both homeroom teachers and the CDS will instruct and lead lessons</li> </ul> <p>This will be monitored with classroom observations.</p>	<p>Support Staff, CDS, BSS, Intv. Spec., &amp; Administration</p>	