

Woodland Hills SD

District Level Plan

12/01/2022 - 06/30/2025

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Eddie Willson	Staff Member	Woodland Hills School District	willal@whsd.net
Allison Kline	Administrator	Wilkins Elementary	klinal@whsd.net
Dawn Golden	Staff Member	Woodland Hills School District	goldda@whsd.net
Elena Pittler	Parent	Parent/WHSD	elenapittler@gmail.com
Teresa Hawthorne	Administrator	Woodland Hills School District	hawtte@whsd.net
Andrew Chiappazzi	Other	AIU3	andrew.chiappazzi@aiu3.net
Norma Greco	Community Member	Community Member/WHSD	nanngreco@gmail.com
Jamie Glasser	Board Member	Woodland Hills School District	glasja@whsd.net
Marilyn Scott	Board Member	Woodland Hills School District	scotma@whsd.net
Sarah Kielar	Staff Member	Woodland Hills School District	kielsa@whsd.net
Tahirah Walker	Parent	Woodland Hills School District	tahirahwalker@gmail.com
Pamela Zackel-Dunnabeck	Staff Member	Woodland Hills School District	zackpa@whsd.net
Daniel Castagna	Administrator	Woodland Hills School District	castda@whsd.us
Allison Connell Pensky	Parent	Woodland Hills School District	allison.ecp@gmail.com
Sarah Murphy	Community Member	Woodland Hills School District	smurphy428@aol.com
Daja McGuire	Parent	Woodland Hills School District	dajamcguire@gmail.com
Elena Pittler	Parent	Woodland Hills School District	elenapittler@gmail.com

Mia Merideth	Parent	Woodland Hills School District	mrs.merideth@gmail.com
Annie Moon	Parent	Woodland Hills School District	annelizabethmoon@yahoo.com
Heidi Green	Parent	Woodland Hills School District	heidigreen100@gmail.com
Shamira Underwood	Parent	Woodland Hills School District	shamiraunderwood@aol.com
Richard Jordan	Parent	Woodland Hills School District	rdj1929@verizon.net
Goddess Duprene Johnson	Community Member	Woodland Hills School District	Jushadiya@gmail.com
Tawnya Kotey	Parent	Woodland Hills School District	tawnyalw@yahoo.com
Rachel Thompson	Parent	Woodland Hills School District	rachellynnethompson@gmail.com
Tim Madle	Parent	Woodland Hills School District	timmadle@gmail.com
Rachel Rogers	Parent	Woodland Hills School District	rachel.rogers18@gmail.com
Tamika McGee	Staff Member	Woodland Hills School District	mcgeta@whsd.us
Janina Riley	Parent	Woodland Hills School District	aninja.riley@gmail.com
Suzanne Briggs	Parent	Woodland Hills School District	Sbriggs28@verizon.net
Dominic Howze	Student	Woodland Hills School District	

LEA Profile

The Woodland Hills School District was formed as a result of a federal court order that merged twelve economically and racially diverse communities in 1981. There are nearly 50,000 residents in Woodland Hills' twelve communities. Approximately 68% of the residents are white, 28% of the population is black or African American, and 4% of the communities are of other ethnicities. The school district has 3,118 students. Approximately 25% of our students are white, while 75% are students of color. 71% of our students qualify as Low Socio-Economic Status, and 4% of our students qualify as homeless under the McKinney Vento Act. We only have 38 (1.2%) English Language Learners, but our ELL population is growing quickly.

Graduation records for the 2019-20 school year show a graduation rate of 85%. Presently, the District employs around 350 professional employees to serve the learning needs of the District's students.

Mission and Vision

Mission

The core purpose of the Woodland Hills School District is to establish one community of learning that creates new opportunities while sustaining established, successful programming for students, through relationships, relevance, and rigor one student at a time.

Vision

All students are empowered to embrace learning, to excel, and to own their future with the confidence to take risks to find their passion.

Educational Value Statements

Students

Scholars are expected to bring 100% engagement to their role(s) within the district. Whether they are in the classroom, the extracurricular sports field, a club, or a formal strategic planning committee for the district, the expectation is that they will give that activity their full level of engagement.

Staff

All staff for the Woodland Hills School District are expected to focus on scholars first and to help to ensure the successful education of all students in our building.

Administration

Administration is expected to support all staff, educators, scholars, and families in order to ensure scholar success.

Parents

Parents are expected to communicate regularly with the teachers and administrators in their child(ren)'s school and to inform WHSD staff of any needs of their student(s).

Community

The community is expected to be an active part in all planning and decision-making processes within the district.

Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
WHSD schools consistently outperform the state average in terms of career standards benchmarks met.	Yes
8th Grade PSSA data show that our 2022 Spring scores have a higher percentage of proficient/advanced scholars than we saw pre-pandemic.	No
We have seen growth in all three (3) subjects of the Keystone exam in the past year.	Yes
The percentage of students who are proficient or advanced on the Literature Keystone has improved.	No
More than 50% of our white students are proficient/advanced on the Literature Keystone - an area of focus will be closing the gap for our students of color.	No
Grades 4, 5, 6, and 8 all met their projected growth goals on the NWEA MAP assessment.	No
Our Algebra Keystone percentage of students who are proficient/advanced grew by more than 22% last year.	Yes
Third, fourth, sixth, seventh, and eighth grade all saw growth in percentage of students proficient/advanced on the Math PSSA.	No
Our Science proficient/advanced percentage increased in both 4th and 8th grade last year, and they are currently higher than they were before the pandemic.	No
In Science, our lowest 33% of students showed the most growth on both the PSSAs and Keystones.	No
We consistently have the highest percentage of students passing the Biology Keystone than any other keystone exam, even though that percentage is below 25%.	No
We are outperforming the statewide average for rigorous course of study in terms of AP participation, college enrollment, and CTE concentration.	Yes
Our graduation rate, while lower on average over the last two years, increased slightly for African-American students.	No
Our percent of students qualifying for industry-based learning is lower than the state average, but it is above the state average for our students with disabilities.	No
Fourth and fifth grade both saw increases in percentage of students with an IEP scoring proficient/advanced on the PSSA.	No

17.1% of our students with IEPs were proficient/advanced on the Literature Keystone last year.	No
Academic standards are being met across the district and data is being used to drive instruction.	No
Professional development is varied and significant for staff, especially those staff members involved with special education.	No
Budgeting and financial resources are allocated in a way that supports building level staff with any/all needs.	No
PLCs have been formed with Principals and Assistant Principals to ensure regular walkthroughs and exemplary use of the Danielson framework.	No

Challenges

Challenge	Consideration In Plan
Only 8.2% of our African-American students scored proficient/advances on the 2022 Algebra Keystone.	Yes
Less than 50% of students are proficient/advanced on the PSSA in any subject or grade level.	Yes
District-wide attendance is lower than the state average at all grade levels.	Yes
There is a 26% gap between the percentage of white students passing the Keystone and our African-American students passing the Literature Keystone.	Yes
Fourth, fifth, and seventh grade ELA PSSA scores show that less than 25% of students in those grade levels are proficient/advanced on their PSSAs.	No
Keystone proficiency in Algebra is only 14.5%	Yes
Seventh grade Math PSSA percentage proficient/advanced was only 5% in 2022.	No
There is a gradual decline in percent proficient/advanced scholars from grade 3 to 7.	No
Only 24.2% of students passed the Biology Keystone.	No
Only 13% of our African American students passed the Biology Keystone, as opposed to 44.8% of their white peers.	Yes
Our economically disadvantaged students did not meet their growth targets on 8th grade Science PSSAs nor the Biology Keystone.	No

Our graduation percentage declined significantly with the onset of Covid.	No
Only 63.6% of high school students have completed the Act 339 college/career readiness requirements.	No
Only 16.8% of our students achieve an industry-based credential, in comparison to a 26.8% statewide average.	No
Our number of ELL students has doubled in the past two years.	No
0% of our students with IEPs were proficient/advanced on the Algebra Keystone last year.	No
6.1% of our students with IEPs were proficient/advanced on the Biology Keystone last year.	No
Only 2.7% of Black students were Proficient/Advanced on the 8th grade Math PSSA. Moreover, less than 6% of our Black students have been proficient/advanced on the 8th grade Math PSSA in five (5) years.	No
Proficiency is less than 50% in most standardized state assessments for both A-TSI schools.	No
Chronic absenteeism remains a challenge in both schools.	Yes
The data does not support the continuation of our Title I program as it stands now. Students are not closing the gaps in academic achievement through working with Interventionists.	No
Parents and community stakeholders would like more opportunity to meet with Central Administrative staff and be a more active part of planning committees.	No
Turnover for Principals and teachers remains higher than desired.	No
Parents and community members would like to see more family surveys regarding the needs of students and families outside of the academic realm.	No
The district's SPED model is being revamped in many ways to encourage more inclusion and co-teaching across the board.	No

Most Notable Observations/Patterns

Parents expressed many concerns about communication from the district. The district is committed to ensuring adequate and transparent communication about all initiatives moving forward. Parents and community members also indicated that racial disparities have been a concern since the founding of the district and are incredibly difficult to eliminate.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
WHSD schools consistently outperform the state average in terms of career standards benchmarks met.	We know that we are excelling in terms of artifact collection. How can we use that success to convince students to come to school more often.
We have seen growth in all three (3) subjects of the Keystone exam in the past year.	
Our Algebra Keystone percentage of students who are proficient/advanced grew by more than 22% last year.	The growth that we're seeing in Algebra should be celebrated and replicated. Educators need more opportunities to collaborate and plan for effective instruction.
We are outperforming the statewide average for rigorous course of study in terms of AP participation, college enrollment, and CTE concentration.	How can we offer access to more AP and Honors courses to traditionally underrepresented students (e.g. students of color, female students, students from low-income communities).

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
Only 8.2% of our African-American students scored proficient/advances on the 2022 Algebra Keystone.	We have tracked our students in Math beginning in 6th grade for decades. This seems to cause major disparities. Also, implicit biases of a predominantly white staff may lead to some of the disparities witnessed.	Yes	We will prioritize breaking down systemic barriers to access of higher level math courses by all students while also providing educators with the tools and resources they need to differentiate in a meaningful and impactful way.

Less than 50% of students are proficient/advanced on the PSSA in any subject or grade level.		No	
District-wide attendance is lower than the state average at all grade levels.	Scholars have many issues at home which cause them to miss school at higher rates than their peers across the state (e.g. asthma and other illnesses, caring for siblings, working, etc.).	Yes	We will work with all stakeholders to ensure that the needs of students are being met both inside and outside of the school so that they can focus on the academic and social building blocks of the K-12 environment.
There is a 26% gap between the percentage of white students passing the Keystone and our African-American students passing the Literature Keystone.		No	
Keystone proficiency in Algebra is only 14.5%		No	
Only 13% of our African American students passed the Biology Keystone, as opposed to 44.8% of their white peers.		No	
Chronic absenteeism remains a challenge in both schools.	Scholars have many issues at home which cause them to miss school at higher rates than their peers across the state (e.g. asthma and other illnesses, caring for siblings, working, etc.). Also, parents and families may not understand the difference between chronic absenteeism and truancy. Just because a student is not truant does not make them immune to the effects of Chronic Absenteeism.	Yes	We will target interventions on scholars who are at risk of chronic absenteeism. We will ensure that all stakeholders understand the importance of regular attendance, and the difference between truancy and chronic absenteeism.

Goal Setting

Priority: We will prioritize breaking down systemic barriers to access of higher level math courses by all students while also providing educators with the tools and resources they need to differentiate in a meaningful and impactful way.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Mathematics	At the end of year three of our plan, there will no longer be a gap between the academic outcomes on the Algebra Keystone between our white students and our students of color.	Close the Gap in Algebra	At the end of year 1, 15% or more of our African-American students will score proficient/advanced on the Algebra Keystone exam.	At the end of year 2, 35% or more of our African-American students will score proficient/advanced on the Algebra Keystone exam. Our white students will perform at the same level.	At the end of year three of our plan, there will no longer be a gap between the academic outcomes on the Algebra Keystone between our white students and our students of color.

Priority: We will work with all stakeholders to ensure that the needs of students are being met both inside and outside of the school so that they can focus on the academic and social building blocks of the K-12 environment.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Regular Attendance	At the end of our third year of this plan, our regular attendance will surpass the statewide average in all schools.	Regular attendance	In year one, we will reach 80% regular attendance or higher at all schools.	In year two, we will reach 85% regular attendance or higher at all schools.	At the end of our third year of this plan, our regular attendance will surpass the statewide

					average in all schools.
<p>Priority: We will target interventions on scholars who are at risk of chronic absenteeism. We will ensure that all stakeholders understand the importance of regular attendance, and the difference between truancy and chronic absenteeism.</p>					
Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Regular Attendance	At the end of year three of this plan, we will have less than 10% of our students who are chronically absent.	Chronic Absenteeism	At the end of year one of this plan, we will have less than 35% of our students who are chronically absent.	At the end of year two of this plan, we will have less than 20% of our students who are chronically absent.	At the end of year three of this plan, we will have less than 10% of our students who are chronically absent.

Action Plan

Action Plan for: Woodland Hills Opportunity Camp						
Measurable Goals		Anticipated Output		Monitoring/Evaluation		
<ul style="list-style-type: none"> Close the Gap in Algebra Regular attendance Chronic Absenteeism 		Increased engagement in school in general; increased mathematics scores across the board; decreased chronic absenteeism.		We will evaluate the Woodland Hills Opportunity Camp (WHOC) each year by analyzing NWEA data and stakeholder surveys.		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Implement a meaningf	06/01/2022	08/24/2022	Opportunity Camp Coordinator/Asst.	ESSER Funds; project plan; external partners	No	Yes

ul, evidence- based summer program for scholars in grades K-5.			to the Sup. - Curriculum & Instruction			
--	--	--	--	--	--	--

Action Plan for: Culturally Responsive Pedagogy Professional Development

Measurable Goals		Anticipated Output		Monitoring/Evaluation		
<ul style="list-style-type: none"> Regular attendance Chronic Absenteeism 		Through the incorporation of Culturally Responsive Pedagogy, we hope to engage scholars and encourage more regular attendance because of that engagement.		We will continue to monitor ADA and Chronic Absenteeism quarterly.		
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Complete Step?
We will provide all educators with intense professional development on culturally responsive pedagogy and racially affirming instructional methods.	08/18/2022	06/30/2024	Principals	University of Pittsburgh expert partnership	Yes	No

Action Plan for: Incorporation of VEX Robotics

Action Plan for: Incorporation of VEX Robotics						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> • Close the Gap in Algebra • Regular attendance • Chronic Absenteeism 		We anticipate that, because of increased engagement and a focus on problem-solving, that we will see an increase in mathematics scores and an increased desire to regularly attend school.			We will monitor NWEA MAP scores three times per school year and we will monitor ADA and Chronic Absenteeism quarterly.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Complete Step?
We will implement an engaging and exciting robotics program K-12.	08/24/2022	08/18/2024	Asst. to the Sup. - Curriculum and Instruction	Partnership with VEX robotics and all of the support that comes with that partnership.	Yes	Yes

Action Plan for: Parent Focus Groups						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Chronic Absenteeism 		We anticipate that our chronic absenteeism will decrease.			we will continue to monitor ADA and Chronic Absenteeism quarterly.	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Complete Step?
We will create focus groups of parents and community members to help us identify the root causes of chronic absenteeism in our communities and ways to combat it.	12/07/2023	08/24/2024	Asst. to the Sup. - Curriculum & Instruction	We will supply gift card incentives to all who participate.	No	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Culturally Responsive Pedagogy Professional Development	<ul style="list-style-type: none"> We will provide all educators with intense professional development on culturally responsive pedagogy and racially affirming instructional methods.
Incorporation of VEX Robotics	<ul style="list-style-type: none"> We will implement an engaging and exciting robotics program K-12.

Professional Development Activities

Three R's Training with the University of Pittsburgh						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> We will provide all educators with intense professional development on culturally responsive pedagogy and racially affirming instructional methods. 	All educators in grades PK-5	Reading, racial equity, and relationships.	Post-PD surveys, NWEA MAP data, Reading Fluency data.	School Principals	08/18/2021	06/30/2024
Learning Formats						
Type of Activities	Frequency	Choose Observation and Practice Framework			This Step Meets the Requirements of State Required Trainings	
Action research	10-hours per school year				Teaching Diverse Learners in an Inclusive Setting	

VEX Robotics training						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> We will implement an engaging and exciting robotics program K-12. 	All K-5 educators, and a select group of 6-12 educators.	Teaching students to problem-solve using robotics and computer science.	NWEA MAP Math and Science scores; post-PD surveys; parent and family surveys; and student surveys.	Asst. to the Sup. - Curriculum & Instruction	08/18/2022	06/30/2024
Learning Formats						
Type of Activities	Frequency	Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings		
Inservice day	Nine times per school year.					

Communications Action Steps

Evidence-based Strategy	Action Steps
Woodland Hills Opportunity Camp	<ul style="list-style-type: none"> Implement a meaningful, evidence-based summer program for scholars in grades K-5.
Incorporation of VEX Robotics	<ul style="list-style-type: none"> We will implement an engaging and exciting robotics program K-12.
Parent Focus Groups	<ul style="list-style-type: none"> We will create focus groups of parents and community members to help us identify the root causes of chronic absenteeism in our communities and ways to combat it.

Communications Activities

Chronic Absenteeism Focus Group					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> We will create focus groups of parents and community members to help us identify the root causes of chronic absenteeism in our communities and ways to combat it. 	Parents and community members from the District.	Chronic absenteeism - it's causes and potential solutions.	Asst. to the Sup. - Curriculum & Instruction	01/27/2023	08/25/2024
Communications					
Type of Communication			Frequency		
Presentation			Quarterly		
WHOC and VEX					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Implement a meaningful, evidence-based summer program for scholars in grades K-5. We will implement an engaging and exciting robotics program K-12. 	Parents of students in grades K-12 in the Woodland Hills School District.	Opportunity camp and VEX robotics.	Asst. to the Sup. - Curriculum & Instruction	03/01/2021	06/30/2024
Communications					
Type of Communication			Frequency		
Email			Monthly.		