

# SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2023-24

<b>School</b>	Will C. Wood Middle
<b>CDS Code</b>	6111960901112
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<b>Date of SSC Approval</b>	5/18/2023
<b>Date of BOE Approval</b>	Insert on Allsites Tab

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

# Purpose and Description

A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts. Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the below prompts.

## Purpose

ATSI

In the 2022-23 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on data from the 2022 California School Dashboard, African American Students with Disabilities were in the lowest status level for {all –or– all but one} of the state indicators. This plan will address ways to improve our school and student outcomes for Hispanic; Socio-economically Disadvantaged; Students with Disabilities in particular, based on doing a needs assessment and identifying resource inequities.

## Description

Briefly describe the school’s plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs

To ensure that our school's SPSA effectively meets ESSA requirements, the school has reviewed student performance data for all students, highlighting all student groups, including African-American students, and Students with Disabilities. The school has developed practices to address the unique needs of each student group, and will measure effectiveness of these practices by monitoring practice implementation and tracking progress towards the school's annual student performance goals. Our SPSA aligns to Alameda Unified's LCAP goals and funding requirements of their respective program.

## Resource Inequities

If the school is not identified for CSI or ASTI this section may be deleted. Schools eligible for CSI or ASTI must identify resource inequities which may include a review of LEA and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

# Districtwide Strategic Plan and LCAP Goals

**Goal 1:** Strategic Plan Goal 1.1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; Strategic Plan Goal 1.2: Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning

**Goal 2:** Strategic Plan Goal 1.3 We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

**Goal 3:** Strategic Plan Goal 2.1: Every teacher provides the academic, social emotional, and culturally responsive support each student requires

**Goal 4:** Strategic Plan Goal 2.2: Educators have dedicated time to collaborate, learn, and grow in service of student learning Strategic Plan Goal 2.2 Educators have dedicated time to collaborate, learn, and grow in service of student learning

**Goal 5:** Strategic Plan Goals 2.3: School Teams (Instructional Leadership Teams, Coordination of Services Team) consistently ensure equitable outcomes for students and 2.4: Schedules are strategically designed to create access to equitable learning opportunities and prioritize support for students who need it most

**Goal 6:** Strategic Plan 3.1: Finance: Provide the long-term financial stability necessary to maintain core programming 3.2: Talent Management: Build a focused and diverse team where all positions are fully staffed with qualified personnel. 3.3: Communications: Use accurate, transparent, and engaging communications across multiple channels to support AUSD' students, staff, and families.

## **District Priority Practices**

Targeted Universalism: By focusing our efforts on the students who need it most, we will improve outcomes for all students.

<b>Student level goals</b> (across content, aligned to Graduate Profile)	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
<b>Teacher priority practices</b> (across content)	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
<b>Leadership Practices</b>	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging

	to state and district standards and school vision		for all students in service of the school's vision for learning
<b>District Goals</b>	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

**All School Site Plans will focus their efforts on LCAP Goals 1 and 2.**  
**Each school site's focal student group is African American.**

**LCAP Goal 1** : Strategic Plan Goal 1.1: Students' daily learning experiences are characterized by engagement, multiple ways of learning, and student discourse; Strategic Plan Goal 1.2: Student learning is driven by grade-level standards, and our families, staff, and students are clear about what students are expected to learn and the policies that support learning;

**LCAP Goal 2** : Strategic Plan Goal 1.3 We focus on building relationships between families, students and staff to ensure schools are supportive, inclusive, and safe environments that maximize learning

**District and Site Annual Outcomes**

*The proceeding academic data reflects data from the years where students received instruction primarily from in person teaching.*

Annual Outcome	AY 2021-22			Annual Outcome	AY 2021-22	
	District	Site	A/A		District	Site
Math SBAC: Average Distance from Level 3 (Standard Met)	5.7	-30.7	-104.3	EL Reclassification: % of English Learners who were redesignated as RFEP	56%	63%
ELA SBAC: Average Distance from Level 3 (Standard Met)	36.5	12.9	-57.4	ELPAC: % of students scoring 'moderately' or 'well developed' *	76.40%	57.4%
UC 'a-g' Completion: % of 12th grade cohort that has met UC 'a-g' requirements	58.90%			At-risk ELLs: % of English Learners at-risk of becoming Long Term English Learners (LTELs)	K-5th	15.63%
					6th-8th	15.63%
					9th-12th	2.13%
% of students with one or more D, F, or Is	11%	24.2%	32.5%			

	Percent of students improving one or more ELPI levels	60.60%	71.1%
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## District and Site Annual Outcomes -School Climate (Focus Chronic Absenteeism)

Key metrics highlighted are a focus for the district.

Annual Outcome		AY 2021 -2022		
		District	Site	A/A
<b>Chronic Absenteeism</b> % of students who are absent 10% of more of their enrolled days		16.9%	26%	43.8%
<b>Suspension Rate/Office Discipline Referrals</b> % of students suspended anytime during the year. If the suspension rate is under 2.5%, look at office discipline referral rates.		1.4%/3.2%	4.3%	14%
<b>Graduation</b> % of four-year cohort completing graduation requirements		94.5%		
<b>Engaged and Trusting Family Relationships</b> % Positive responses on Family Relationships and Trust Survey		88%	84.1%	66.6%
<b>California Healthy Kids Survey:</b> % of students reporting 'agree' or 'strongly agree' (sec) OR 'most of the time/all of the time' (elem) to feeling safe in their school	5th	84%		
	7th	71%	72%	N/A
	9th	66%		
	11th	64%		

### SPSA Goal 1:

Goal 1 Instructional Focus (Theory of Action)
If we amplify student voice by teaching and embedding talk and thinking routines;and integrate science, technology, engineering, art and mathematics across all disciplines using studio habits of mind-
Then students will have the tools to collaborate meaningfully and learn more deeply.
Then our Black A/A students will have a sense of agency; connection and community.

**SMARTIE Goal 1:**

**Specific, Measurable, Achievable, Realistic, Time-bound, Equitable.**The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data.

Which will result in increased student learning and understanding of curriculum

As measured by a 10% increase in evidence of talk and/or thinking routines observed in the walkthrough data and a 10% increase in the number of Black students who have STAR reading Growth percentages above 50% by May 2024.

Teacher Actions	SLT Actions	Leadership Actions
Use a minimum of 1 of 3 talk routines weekly with all of their classes across all subjects. Teachers will monitor the engagement of AA students.	Will do walkthroughs twice a month capturing talk routine frequency data and report back to staff the data. Talk routine feedback will be shared at every meeting.	Have SLT model talk routines in PD.
Know Star SGP data for all Black students and that the goal is that they increase by one grade level by the end of the school year.	Review Star SGP data for Black students every trimester in SLT and in dept. groups. Determine strategies to be used to increase literacy and how strategies worked.	Train staff in how to access Star SGP data for AA students.
Use both agreed upon grading for equity practices.	Do fidelity checks on implementation of both school wide grading for equity practices at department meetings.	Reinforce grading for equity practices at staff retreat. Invite Dr. Walton and Jan Carrol to present to staff at August. PD
One teacher will teach one section of AVID with support from other AVID trained faculty members.		Allocate FTE for AVID; recruit teacher for AVID; recruit a team to be trained in AVID June of 2023; train in AVID with June 2023 cohort
Teachers will enter pre-interventions for every AA and Latinx student with a grade of D or F on trimester progress reports to document what strategies they used to support the student academically.	Review pre-intervention data and grades of AA and Latinx students after every progress report to look at trends. Dept. leads will go back to depts. with glows and grows based on this data.	Provide time 3x a year for faculty to enter pre-interventions for every AA and Latinx student with a D or F of the progress report marking period.
Ensure that every student takes the student engagement survey twice a year when provided by Intervention Lead.	Review student and family engagement survey twice a year; determine trends and next steps; report back to depts.	Co-create student, family and faculty engagement survey with MTSS Coach
Teach Life Skills classes that are high interest and low risk for students. Classes should be a passion of the teacher. Lifeskills		Provide \$100 per teacher for Lifeskills supplies; provide planning times for Lifeskills 3x a year; coordinate support for new teachers to be provided by IDEAL. Instructional Coach and

are contingent upon a majority waiver vote with AEA every spring.		Intervention Lead will do RTI with students during this time. Lifeskills provide an elective for students in Academic Strategies or ELD courses.
Use integrated learning and culturally responsive teaching practices and curriculum in all subjects.	Participate in trainings led by IDEAL and incorporating practices outlined by Zaretta Hammond and share information with debts.	Contract with IDEAL to provide coaching to SLT; new teachers; and the entire faculty via collaboration. Admin will meet with IDEAL monthly ahead of SLT meetings. IDEAL will also support planning and execution of annual STEAM events.
Work closely with paras to support English Language Learners in the classroom. Utilize student support provider when extra support is needed in the classroom.		Retain 2 ELD paras and a full-time student support provider.

**SPSA Goal 2:**

<b>Goal 2: Improve Chronic Absenteeism (Theory of Action)</b>
If we build connections with Black families; have targeted academic interventions for Black students and use MTSS tools with fidelity
Then students will receive more academic based interventions
Then our Black A/A students will have better connections to the school driven by teacher outreach and earlier academic intervention
<b>SMARTIE Goal 2:</b> <b>Specific, Measurable, Achievable, Realistic, Time-bound, Equitable.</b> The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data.
Which will result students having a stronger positive connection to school
As measured by improved attendance for Black students to reduce chronic absenteeism from 34.6% in May 2023 to 20% by May of 2024.

Teacher Actions	SLT Actions	Leadership Actions
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<p>Teachers will call the caregivers of all of their AA students at the start of trimester. 1st tri=introduction and best way to contact me, share curiosity about student-what works for them in the classroom, 2nd tri=check-in, do you have any questions for me, positive feedback and invite to PT conferences, 3rd tri=check-in, do you have any questions for me, positive feedback and reminder of state testing. This will be done so that there is a stronger connection between home and school.</p>	<p>Facilitate a glows and grows conversation about the calls 3x a year. Members will bring that data to SLT meetings.</p>	<p>Do training on calling homes at the start of the school year. Model some conversations then have teachers break off into pairs to practice.</p>
<p>1) Teachers will teach the 4 school rules at the start of every trimester and 2)enter pre-intervention data for every reflection they have students fill out.</p>	<p>Put time on dept. meeting agenda for entering pre-interventions for students based on academic and behavioral supports and for calibrating entries.</p>	<p>Reduce the number of suspensions by increasing tier 3 PBIS strategies facilitated and monitored by the full time intervention lead.</p>
<p>AA and Latinx scholar advisor will be included in SMART meetings and support getting students into after school Lexia Lab. Advisor will grow BSU to include family engagement. School will pay teacher hourly for and provide snacks for Lexia Lab and BSU engagement events including field trips. Teachers will be paid to support Lexia Lab.</p>	<p>Scholar advisor will be a member of the SLT so that they can provide insight and be front loaded on systematic changes and events happening at the school.</p>	<p>Admin will meet with the scholar advisor weekly so that there is constant feedback focused on AA and Latinx student achievement.</p>
<p>Teachers will use the Hopes and Dreams format for all family meetings</p>		<p>Facilitate district training on Hopes and Dreams Conferences</p>

**Arts Education Program Plan:** Every site will receive an allocation to be used for instruction and training, supplies and materials and arts educational partnership programs, for instruction in: dance media arts, music, theater, and visual arts. Each site must submit a plan to be included in their SPSA as to how they will be spending their allocation.



# Annual Review

## Analysis

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal in the previous year.

Showcase interviews have not yet taken place. Our community STEAM events were well attended and the work reflected that of our diverse student body. We have had continuous professional development on culturally responsive practices. The attendance for Black students improved from 46% chronically absent in 2021/22 to 43.8% in 2022/23. The attendance for Latinx students improved from 38% in 2021-22 to 33% in 2022/23.

Walkthrough tool data showed that academic discourse including talk routines were observed 3/17 times and that Studio Habits of Mind were observed 9/17 times. Staff had two trainings on Grading for Equity using the Grading for Equity text. Based on the student survey 84% of students learned about Studio Habits of Mind in 3-5 classes or more. Based on the student survey 30% of students had the chance to learn about their culture and identity most of the time, 47% had the chance to learn about their culture and identity some of the time and 23% of students rarely had the chance to learn about their culture and identity in school.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal for the previous year.

We budgeted a large amount of part and teacher hourly to support our Learning Lab for English Language Learners and Black and Latinx students. The money budgeted to support newcomers was well spent on ELD in class and after school para support but Learning Lab was under attended by our Black and Latinx students.

Describe any changes that will be made to this goal, the annual outcomes, metrics or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Because we are a STEAM school we will continue to partner with IDEAL for our integrated learning and culturally responsive teaching pedagogical study and practice however we are no longer using data from the 8th grade Showcase to measure student's personal growth. We have shifted the emphasis to quantifiable data showing an improvement in staff relationships with Black/AA families; Black/AA student literacy; intense Black/AA case management and support; targeted after school tutoring for Black/AA and Latinx students to improve STAR literacy scores. SLT will focus more on gathering and discussing disaggregate data with departments. Wood will add an additional equitable grading practice and support a 6th grade section of AVID for Black/AA and Latinx students.

**Arts Education Program Plan:** Every site will receive an allocation to be used for instruction and training, supplies and materials and arts educational partnership programs, for instruction in: dance media arts, music, theater, and visual arts. Each site must submit a plan to be included in their SPSA as to how they will be spending their allocation.

**High Level Team Planning Template**

<b>High Level Team Planning Template</b>			
<b>School Site:</b>	Will C. Wood		
	<b>Professional Development Days</b>		
	Goals:		
<b>August 9th and 10th</b>	Potential Topics/Outcomes Enter Data Here	<b>Important Dates to Consider</b>	
	<b>Staff Meetings</b>	<b>Grade/Dept Collaboration</b>	<b>Instructional Leadership Team</b>
	Goals:	Goals:	Goals:
<b>August</b>	Potential Topics/Outcomes Safety	Potential Topics/Outcomes	Potential Topics/Outcomes
	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>

<b>September</b>	Potential Topics/Outcomes Special Education/504 - Accommodations/modifications/le gal documents/FERPA/IEP at a glance & What is COST	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
<b>October</b>	Potential Topics/Outcomes Assessment calendar - ERG	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
<b>November</b>	Potential Topics/Outcomes Walkthroughs - Instructional focus and SPSA goals	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider
<b>December</b>	Potential Topics/Outcomes PBIS - Review	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider	Important Dates to Consider	Important Dates to Consider

<b>January</b>	Potential Topics/Outcomes Homework Review & Instructional Focus/SPSA data update	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider		
	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>
<b>February</b>	Potential Topics/Outcomes Assessment calendar - ERG	Potential Topics/Outcomes	Potential Topics/Outcomes
	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>
<b>March</b>	Potential Topics/Outcomes PBIS and COST & Testing	Potential Topics/Outcomes	Potential Topics/Outcomes
	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>
<b>April</b>	Potential Topics/Outcomes Safety update & SPSA reworking of actions and goals	Potential Topics/Outcomes	Potential Topics/Outcomes
	Important Dates to Consider		
		<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>
	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>

<b>May</b>	Potential Topics/Outcomes SPSA goals and actions refined - Finals week agreements	Potential Topics/Outcomes	Potential Topics/Outcomes
	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>
<b>June</b>	Potential Topics/Outcomes Closing Procedures	Potential Topics/Outcomes	Potential Topics/Outcomes
	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>	<b>Important Dates to Consider</b>

## Expenditures to Achieve Site-Specific Goals

### 2022-23 SPSA Expenditures Table

For each strategy/activity list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Proposed expenditures that are included more than once in the SPSA should reference all goals and strategies/activities where the expenditure first appears in the SPSA.

#### Summary of Expenditures to Achieve Site-specific Goals

Target Student Group(s)	LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	In Lieu of Title 1 OR Title 1	Prop 28	PTA/ Donation/After School Program grant	Description
English Language Learners, socioeconomically disadvantaged students, and students who ride bikes, etc.				\$ 62,179.00			

to school							
All students					\$ 81,073.00		
All students			\$ 32,001.00				
All students, low-income students							
<b>Column Total</b>	\$ -	\$ -	\$ 94,180.00		\$ 81,073.00	\$ -	
					<b>Total</b>	\$ 175,253.00	

## Budget Summaries

If applicable, enter amounts allocated in the table below. The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.

### Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$ [Enter amount here]
Total Federal Funds Provided to the School from the LEA for CSI	\$ [Enter amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$ 175,253.00

### Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$ 94,180.00
[List federal program here]	\$(Enter amount here)
Subtotal of additional federal funds included for this school:	\$ 94,180.00
List the State and local programs that the school is including in the schoolwide program.	

State or Local Programs	Allocation (\$)
Prop 28	\$ 81,073.00
[List state or local program here]	[\$Enter amount here]
Subtotal of state or local funds included for this school: \$	\$ 81,073.00-
Total of federal, state, and/or local funds for this school: \$	\$175,253.00

## Appendix A: Categorical Funding Summary

Categorical and Supplemental Program Funding Included in this Plan

If applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Title 1 Program Component	Allocation
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	\$ 94,180.00
Title I, Part A: Alternative Supports Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$0
Title I, Part A: Program Improvement - Professional Development Purpose: Improve teaching and learning at schools within districts that have been identified for Program Improvement (PI)	\$0
Total amount of federal categorical funds allocated to this school	\$ 94,180.00

## Appendix B: School Site Council (SSC) Membership

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA. The current make-up of the council is as follows:

Names of Members	ROLE*
C'Mone Falls	Parent Representative
Maria Elena	Parent Representative
YoLawnda Hansen	Parent Representative
Robert Malone	Parent Representative
Samantha Junsay	Student Representative

Kai Dwyer	Site Principal
Elida Mojica	Teacher
Tiffany Thompson	Office Manager
Robert Radecke	Teacher
Naveed Zainab	Teacher

**\*Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student**  
**50% of the SSC is elected parents and community members and 50% is elected school staff.**

**CALIFORNIA EDUCATION CODE Section 52012**

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter. The council shall be composed of the principal and representatives: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

## **Appendix C: Title 1 Schoolwide Program Plan - Love, Paden, Ruby Bridges and Wood**

Guidance for completing the Title 1 Schoolwide Program Plan can be found at: <http://www.cde.ca.gov/sp/sw/rt/> and <http://www2.ed.gov/policy/elsec/guid/designingswpguid.doc>

**The corresponding Title 1 funded elements of the SPSA above should be highlighted.**

### **cCOMPONENT 1: COMPREHENSIVE NEEDS ASSESSMENT**

The English Language Advisory Group meets regularly throughout the year and provides feedback on how their children are doing and needs still to be met.

School Site Council meets monthly to monitor the Single School Plan, to problem solve issues that arise in the community and to provide input on possible initiatives.

PBIS team reviews the Tiered Fidelity Inventory (TFI) data twice a year to prioritize and identify areas of need. It was done due to COVID restrictions

PTA also meets monthly. In these meetings issues often surface that come back to one of the advisory councils or to staff.

Student achievement is assessed annually through multiple measures at the district level (benchmark assessments in English Language Arts (ELA) and math) STAR. The ELPAC was administered to all English



language learners. This data is reviewed by staff and SSC. Data is presented to PTA. SBAC was not administered.

Grade level teams meet in Grade Level Study Teams for grade level collaboration to review student progress by looking at student work and benchmark data. Teams develop intervention plans and then monitor student progress throughout the year. After six to eight weeks, students who did not improve with the interventions were referred to COST.

Department meetings are held every month to review curriculum and progress of students towards standards.

Physical fitness testing is given in grade 7. Next year we will continue to help students set goals and to provide them feedback throughout the year on progress towards the goal. We will also pretest in the winter and send that data home to families as a way to connect with parents and to get them on board with the goals we have for student fitness.

#### Needs Assessment Results:

The ELA and math benchmarks, based on the newly implemented CCSS, provided some information to teachers but it informed the district wide system more than giving results on specific strengths and weaknesses in a class. Teachers reviewed the data and learned what they could by identifying specific standards where students needed more time or different instruction.

An achievement gap is notably evident in language arts between Hispanic/African American and White/Asian as well as between English Learners and non-English Learners. This gap persists as seen on local assessments and student work. We implement Systematic English Language Development (ELD) this spring as teachers receive ongoing training.

### **COMPONENT 2: SCHOOLWIDE REFORM STRATEGIES**

Wood School has implemented a variety of structural, staffing and pedagogical changes since being designated as a PI school in 2010. Many of these efforts were implemented simultaneously, so it is difficult to assign improvements to any one change or strategy. However, Wood has become a California Gold Ribbon School.

Moved to a 6-period day which increased instructional time in each subject

Eliminated Core structure, which enabled teachers to focus on specific subject area content

Went to a drop block schedule to ensure students have sufficient time to go deeper in their thinking and complete projects

·Designed a nine week math intervention class for specific students to target specific math skills via Zoom.

Revised curriculum of Learning Center (Staff consulted with AUSD Special Education Department and Professional Developers from University of Kansas SIM Program. WMS piloted revised program.)

Fully implemented Inquiry by Design,.

·Provided office hour tutoring via Zoom by teachers targeting SED students.

Practiced school wide implementation of Constructing Meaning strategies and key SIM components

Provide Integrated Learning professional development for all teachers during staff meetings.

Implemented advisory lessons to support SEL for all students and monitored Wellness surveys.

Created a counseling support team (Ruffin, Doddridge) to monitor student progress, address conflicts, changed climate and provide better social-emotional support, enabling students to focus on learning in the classroom. Counselors have implemented structures for student recognition, mentoring and improving the home-school connection (i.e. parent information and training events,

### **Rationale for Restructuring Option**

By creating an Integrated Learning culture with a STEAM (science, technology, engineering, arts, and mathematics) focus, WMS will increase student participation, engagement, and achievement as well as prepare students for the unknown challenges of a rapidly changing world. Integration requires collaboration, research, intentional alignment and practical application on behalf of the teachers who take on this challenge. From the students, integration demands creativity, problem solving, perseverance, collaboration and the ability to work through the rigorous demands of multiple ideas and concepts woven together to create real world, generative learning opportunities that engages their thinking and processes towards performance based learning. Integration is not simply combining two or more contents together. It is an approach to teaching which includes intentional identification of naturally aligned standards, taught authentically alongside meaningful assessments which take both content areas to a whole new level. Put together, these components set the foundation for how we will facilitate the Common Core State Standards.

Integrated Learning (IL) will be the unifying instructional approach that builds cohesion and purpose into the classroom teaching at Wood Middle School. Through the lens of IL, teachers will connect the content of STEAM to all academic subjects through projects, exploration and inquiry.

### **Integrated Learning: Culturally Responsive Pathways to Student Success**

WMS will continue to partner with IDEAL (formally with ACOE) to provide Integrated Learning Training to all teachers through their integrated Learning Specialist Program.

This training aligns with Universal Design for Learning and the district's focus on marginalized subgroups such as African American, ELL and SPED students. The work improves classroom teaching and learning across all subject areas through arts integration, performance-based assessments, and collaborative curriculum design. This successful, research-based approach builds upon Harvard's Project Zero pedagogies: Teaching for Understanding, Studio Habits of Mind, and Making Learning Visible. The training will provide teachers with skills to navigate the transition to Common Core State Standards and enable them to implement relevant

curriculum across disciplines, assess what students know and can do, and to differentiate to meet the needs of every student.

## STEAM

According to the California Department of Education a STEM education is a sequence of courses or program of study that prepares students, including underrepresented groups for successful employment, post-secondary education, or both that require different and more technically sophisticated skills including the application of mathematics and science skills and concepts, and to be competent, capable citizens in our technology-dependent, democratic society.

Why STEAM? STEM to STEAM is a Rhode Island School of Design led initiative to add Art and Design to the national agenda of STEM education and research in America. STEM + Art = STEAM. The goal is to foster the true innovation that comes with combining the mind of a scientist or technologist with that of an artist or designer.

1. *Science* is the study of the natural world, including the laws of nature associated with physics, chemistry, and biology and the treatment or application of facts, principles, concepts, or conventions associated with these disciplines.
2. *Technology* comprises the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating technological artifacts, as well as the artifacts themselves.
3. *Engineering* is a body of knowledge about the design and creation of products and a process for solving problems. Engineering utilizes concepts in science and mathematics and technological tools.
4. *Art* is the explorative vehicle demonstrating the expression of bigger concepts of creativity, innovation, critical thinking, problem solving, communication, collaboration, flexibility, adaptability and social and cultural skills.
5. *Mathematics* is the study of patterns and relationships among quantities, numbers, and shapes. Mathematics includes theoretical mathematics and applied mathematics.

STEAM education is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world problem-based and performance-based lessons. At this level, STEAM education exemplifies the axiom "the whole is more than the sum of the parts."

STEAM education in the Middle Grades:

- Introduces an interdisciplinary program of study consisting of rigorous and challenging courses and aligns with Integrated Learning Frameworks.
- Continues to provide standards-based, structured inquiry-based and real world problem-based learning that interconnects STEAM-related subjects.
- Bridges and connects in-school and out-of-school learning opportunities.
- Increases student awareness of STEAM fields and occupations, especially for underrepresented populations.
- Increases student awareness of the academic requirements of STEAM fields and occupations.

- Begins student exploration of STEAM related careers, especially for underrepresented populations.

To make the transition to STEAM viable and effective, Wood Middle School staff will leverage programs that are already in place; Integrated Learning with ACOE, Service Learning Waste Reduction

Project (SLWRP) with StopWaste.Org and the EPICS/Teen Techs Robotics program with Purdue University.

### **Professional Learning Community (PLC)**

The work of PLCs revolves around three key questions:

What do we want students to learn?

How will we know when they have learned it?

What will we do when students are not achieving?

Wood staff will actively participate in ensuring that ALL students achieve, committing to constant examination of data and practices, and functioning as a community (not as silos) so that all students will benefit from a choreographed program of planning, best-practices instruction, assessment, intervention and enrichment. This sort of comprehensive, school-wide, frontal approach to ensure academic achievement for all underlies all PLC-led schools and accounts for many of them receiving United States Department of Education Blue Ribbon Awards for raising student achievement in schools with true heterogeneity in terms of socio-economic status, race and former academic performance levels.

### **Teaching and nurturing the whole child**

It is the intent of the faculty of Wood Middle School to provide a safe and nurturing environment where the academic, social-emotional and physical needs of a child are supported. This will be done through school wide implementation of AUSD adopted Positive Behavior Intervention System (PBIS), systemic Response to Intervention (RTI) and mentorship through an Academic-Social Advisory taught by all credentialed faculty.

All students will be members of small learning communities where teachers will collaborate to create meaningful, and aligned content in a balanced academic program. Wood Middle School in partnership with AUSD and HTA will begin developing a plan for a Full Service Community School to be phased in over the next five years.

Staff will participate in training to implement a 6<sup>th</sup> Grade orientation and mentoring program led by representative 8<sup>th</sup> grade students. This program will help facilitate and ease the transition to middle school. In response to the high mobility rate at WMS, a systematic approach to welcoming and assimilating students who enroll throughout the school year will be implemented and monitored through the advisory course.

### **COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS**

The school site, together with the district personnel office, works to ensure that teachers are highly qualified, as defined by NCLB. District office reviews teachers' credentials and files with the site managers and maintains required documentation. One hundred percent of Paden's teachers are highly qualified and have CLAD or CLAD alternative certification.

#### **COMPONENT 4: PROFESSIONAL DEVELOPMENT**

- Teachers and administrators will be trained in Integrated Learning by Alameda IDEAL. Eighty percent of the returning staff completed all three courses in 2018.

Teachers and administrators did a book study on Culturally Responsive Teaching and the Brain by Zaretta Hammond.

- All teachers and para-educators will be active members of authentic professional learning communities. PLC's meet and complete first cycle of inquiry and end of unit culminating project-based assessment. Each month, PLCs will be released to have additional collaboration time to plan integrated lessons.

- Character curriculum and Social Emotional Learning for the advisory class aligned to the anti-bullying initiative, TUPE and Lifeskills, will be developed. All students will participate in a weekly, multi-grade level advisory to foster school community, and to support students' social and emotional development.

- Administrators and teachers will continue being trained on Positive Behavior Intervention Supports (PBIS). School wide incentives, student expectation grid, and consequences will be completed. In addition, all students will be enrolled in an advisory class.

- Implementation of Common Core State Standards (CCSS) continues to be the focus of the majority of professional development this year. The Instructional Leadership Team. The team also offered support monthly during a Wednesday late start day.

# 2023-24 SPSA Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan  
(Check those that apply):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Other (list)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council on: .

Attested:

Kai Dwyer  
Typed name of school principal

Kai Dwyer  
Signature of school principal

5/30/23  
Date

C'Mone Falls  
Typed name of SSC Chairperson

C'Mone Falls  
Signature of SSC Chairperson

5/30/2023  
Date