



Manteca Unified School District Strategic Plan

2024-2025

Vision Statement

Every student works to achieve grade level standards, feels safe and is supported to realize individual success.

Mission Statement

Through smart actions and decisions, MUSD will work together using meaningful, measurable and aligned data for all students to achieve mastery of grade level standards in all subjects based on their unique educational pathway in a safe environment inclusive of design, security and climate.

**Walter Woodward Elementary School**

39685930105973

**Manteca Unified School District**

39685930000000

School Site Vision

All Woodward students will be empowered & encouraged to achieve grade level standards in a safe & positive environment.

School Site Mission

Through smart actions and decisions, Woodward will work together using meaningful, measurable and aligned data for all students to achieve mastery of grade level standards in all subjects based on their unique educational pathway in a safe environment inclusive of design, security and climate.

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

Suspension Rates -African Americans; Academic Performance ELA, Math, Suspensions - Students with Disabilities; Chronic Absenteeism - 2 or More Races

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

Walter Woodward Elementary School is the heart of the community! Woodward, in partnership with parents, teachers, students, and staff, is a place where academics and character are emphasized. Everyone is encouraged and expected to attain their fullest potential. Woodward celebrates students and staff for being Safe, Responsible, and Respectful through our schoolwide Positive Behavior Intervention Support System.

- Our intelligence makes us the masters of our future.
- We are strong in heart, mind, and body.
- Our abilities make us adaptable and meet any challenge.
- As we are always safe, respectful and responsible!

### School Description and Mission Statement

Woodward School opened its doors to the public on July 7, 2004. We are a K-8 elementary that is on a traditional school calendar. In our 19th year we have an enrollment of 951 students. We have 26 self-contained TK-6 classrooms with 6 cored, junior-high (grades 7-8) classes. We also support 4 Special Day Classes on our campus (K-3 Autism, 4-6 Mild Moderate SDC, 7-8 Mild Moderate SDC, and a K/1 Transition Autism Class), 2 full RSP classes, 1 speech therapist and 1 full-time psychologist who also provides mental health services to identified children.

### Opportunities for Parent Involvement

The success of a school is strongly influenced by the support of parents and the school community as a whole. Walter Woodward School enjoys great parent involvement and utilizes the services of the Parent Teacher Community Club as well as the School Site Council to support students and school programs. Call our school at (209) 858-7430 to contact Heather Thomson to find out how you can get more involved with your child's education. A commitment has been made to provide information via the school website, Facebook page, Smore Newsletter and frequent NTI phone calls, Peach Jar flyers and emails to the community about upcoming events or volunteer opportunities. Parents in grades K-8 can access attendance and grades 4-8 are able to access grade information online through the district Parent Connect System.

Manteca Unified School District strives to coordinate and communicate with the community, including police, fire and other governmental agencies, news media, medical agencies and other community organizations. A few examples of such coordination and communication with community agencies include programs such as fire prevention, water safety, parks and recreation activities, the community gymnasium, bike safety, and our Police School Resource Officers.

Parents regularly volunteer in the classroom and are actively involved in the School Site Council, school-wide

planning, parent conferences, bilingual parent support groups, and various parent committees for fundraisers and field trips. The school publishes a monthly newsletter that is placed on the school website 2023-2024 Strategic Plan Page 3 of 60 Walter Woodward Elementary School and displayed at the school office. Parents and members of the community serve on the School Site Council, the English Learners Advisory Committee, the District English Learners Advisory Committee, and the District Committee for State and Federal Programs, PTC (Parent Teacher Committee) and ad hoc committees as needed for special projects.

### School Site Description

Walter Woodward Elementary School is the heart of the community! Woodward, in partnership with parents, teachers, students, and staff, is a place where academics and character are emphasized. Everyone is encouraged and expected to attain their fullest potential. Woodward celebrates students' academic achievements, student growth, and citizenship. Our three school rules are to be safe, be responsible, and be respectful this encourages a positive school climate and culture.

Woodward School opened its doors to the public on July 7, 2004. We are a K-8 elementary that is on a traditional school calendar. In our 20th year we have an enrollment of 1005 students. We have 26 self-contained K-6 classrooms with 8 cored, junior-high (grades 7-8) classes. We also support 5 Special Day Classes on our campus (K-3 Autism SDC, K-3 Structured Autism SDC, 4-6 Mild Moderate SDC, 7-8 Mild Moderate SDC, and a K/1 Transition Autism Class), 2 full RSP classes, 1.5 speech therapist and one full-time psychologist who also provides mental health services to identified children.

#### Woodward's School Vision:

All Woodward students will be empowered and encouraged to achieve grade level standards in a safe & positive learning environment.

#### Woodward Mission:

Through smart actions and decisions, Woodward will work together using meaningful, measurable and aligned data for all students to achieve mastery of grade level standards in all subjects based on their unique educational pathway in a safe environment inclusive of design, security and climate.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The focus and vision of Manteca Unified School District is to increase student achievement. All students receive curriculum, instruction, and materials aligned to the CCSS and CA Frameworks. All students receive curriculum, instruction, and materials from programs and/or strategies shown to increase student achievement. District adopted standards-based curriculum for grades UTK-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systemically delivered, mastery of grade-appropriate standards. Teachers design lessons in Tier 1 instruction with the learner in mind using the Universal Diagnostic tool (NWEA Measure of Academic Performance) to build groups and provide opportunities for all students to access the grade level standards with supports. Our adopted base curriculum is equipped with resources for students who are performing below standard to aide in scaffolding instruction to meet the student need and develop interventions for a student who needs a little more (Tier 2) and students who need intensive support (Tier 3). All students K-8 have an opportunity within the school day to receive support on the standards they need additional support or enrichment opportunities.. These opportunities are developed and implemented through the grade level Professional Learning Communities with the aid of an Instructional Specialist at most sites. The district adheres to recommended instructional minutes for reading/language arts and mathematics (UTK–8)

### Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Site administrators, in accordance with the MEA Master Agreement, utilize classroom observation to evaluate teachers using the California Standards for the Teaching Profession. Learning Walks are utilized by District and site staff to gather and provide specific feedback towards instructional or program goals. District staff conduct a minimum of two Learning Walks a year while site staff conduct weekly learning walks at the elementary high school levels. The data gathered is used to determine trends, effectiveness of student learning and necessary professional development at the site and district level.

## **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## **Standards, Assessment, and Accountability**

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

District-wide assessment and accountability systems monitor student academic performance and growth in learning. Over the previous school years, MUSD spent valuable time looking at and evaluating whether or not identified assessments were meaningful, measurable, and valid. With the onset of the pandemic in 2020, and the lack of state-mandated assessments, MUSD chose and implemented the NWEA MAP (Measures of Academic Progress) Growth assessment at targeted grade levels district-wide. The information gleaned from these on-going assessments was shared with parents at goal-setting conferences, and students, parents and teachers were able to discuss specific skills that each pupil was ready to learn, and his/her projected and actual growth toward state standards. Data were used to identify student need, determine areas of focus for professional learning, and choose appropriate interventions. Parents are provided results digitally via ParentConnect (the district's on-line portal for parents to access information about their student), on paper (if requested) and at teacher conferences. Throughout the year, the assessment of student achievement is a priority and requires continual support and monitoring of the collection, processing, analyses, and reporting of data. Students in grades 3-8 and in grade 11 take Smarter Balance Summative Assessments in English Language Arts (ELA) and Mathematics, except in the spring of 2020 and 2021 due to COVID-19. All English Language Learners are administered the English Language Proficiency Assessments for California annually, except in Spring of 2020 due to COVID-19 school closures. Moving forward, students in grades K-2 will be assessed using the reading fluency assessment, also through NWEA. In grades K-8, writing samples are maintained in student portfolios. In grades 3-8 students are given an on demand writing prompt each trimester, which is scored using a district-wide grade level rubric. Reading assessments include the Wonders platform aligned with California State Standards. Assessment results and other data are stored in a database which can produce reports and disaggregate data by filtering and sifting via individual subgroups or state standards. Other assessments may include performance based tasks aligned to the Common Core State Standards. Kindergarten students are assessed in Math using a system of ongoing assessments built into the curriculum which assesses students relative to specific grade level (CCSS). All of the aforementioned district proficiency data, along with academic grades, are recorded on each student's report card. The data from these report cards is collected electronically and is disaggregated by school and grade level for use by the school sites.

## Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The site instructional leadership team comprised of the principal, assistant/vice-principal, and others meet regularly to evaluate benchmark, common formative and summative assessment data as well as observational and formative information. Team members then meet with specific grade level/grade span/department teachers to provide support in data analysis. The district supports an assessment evaluation program, which is designed to make decisions from the bottom up while supporting from the top down. Through the district-developed structure, school sites act as site level data teams. These teams identify areas of “cause”, which affect student achievement. Further, the teams are trained in how to support the teachers at the site in developing, refining, and implementing a Tier 1 standards-based instructional program at the classroom level and modifying their instruction using data and the Teaching-Assessing-Intervening cycle and lesson design. Ongoing analyses continue at the site and classroom level utilizing the Professional Learning Community model (PLC) to improve individual student achievement. Programs are evaluated regularly and no less than annually for effectiveness.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

The Manteca Unified School District is dedicated to the recruitment and retention of highly qualified staff. All classes in the 2022-2023 academic year were instructed by fully credentialed and appropriately assigned staff, as confirmed by the California State Assignment Accountability System (CALSAAS) reports for that period. Throughout the same school year, 111 teachers in the district held a PIP, STSP, Waiver, or Intern Credential. Notably, there were four (4) identified misassignments of teachers of English Learners.

To support beginning teachers and interns, Manteca Unified School District employs the Induction program, offering a clear credential pathway to preliminary credential holders. In the 2022-2023 school year, the Induction program recommended 51 Preliminary Credential holders to obtain their Clear Credentials..

### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

MUSD maintained its status in that 100% of students had standards-aligned curriculum, verified by the 22-23 SARC reports (the most current available). Manteca Unified School District utilizes state approved, board adopted curricular programs and materials which are standards based in the subject areas of Reading/Language Arts, Math, Social Studies, and Science. The textbook adoption for K-6 ELA/ELD is McGraw-Hill Wonders, while the adoption for reading/language arts in grades 7-8 is StudySync and in grades 9-12 HMH: Intro to Literature with Writable. Math programs in use by the district are McGraw-Hill My Math for grades K-5, and McGraw California Glencoe Math for grades 6-8, and Big Ideas Math for grades 9-12. The adopted social studies materials are Studies Weekly for grades K-2, Savvas for grades 4-6, and McGraw Hill for grades 7 and 8, HMH ED Your Friend in Learning, TCI History, LaunchPad, Cengage NGLsync and Pearson MYLan are used for grades 9-12. The adopted science materials are Amplify for grades K-8 and Stemsscopes for 9-12. All students, including those with special needs, have access to these core curriculum materials. Manteca Unified School District students have access to technology. Students grades K-12 are able to take their devices home in order to have 24/7 access. All adopted base curriculum has traditional and digital resources.

## Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

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## Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Manteca Unified provides instructional assistance and ongoing support to all K-12 teachers in all content areas including intervention programs. Possible options for providing support include instructional support specialists and content experts, and teachers on special assignment who are knowledgeable about the adopted curriculum programs and work inside the classrooms to support teachers and deepen their knowledge about the content and the delivery of instruction. The Manteca Unified Department of Teaching and Learning offers a copious amount of base curriculum training opportunities to teachers after school focused on Tier 1 Instruction and evidence-based practices, in addition they train all substitute teachers as well to ensure sound understanding of Tier 1 practices. They also provide small group and one-on-one support for UTK-12 teachers as needed or requested. Three district-wide staff development days this year will focus on helping students meet district targets.

## Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Manteca Unified facilitates and supports structured collaboration meetings in order for all teachers of ELA/ELD and Mathematics, including strategic and intensive intervention, special education, and ELD teachers to analyze, discuss and utilize the results of the local assessments to guide student placement, instructional planning and delivery, and progress monitoring in the instructional programs used at the school. The district and site provide release days during the school year for development and collaboration. Teachers meet in Professional Learning Communities by grade level or by department to refine instructional practice and work to improve student outcomes.

## Teaching and Learning

### Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The focus and vision of Manteca Unified School District is to increase student achievement. All students receive curriculum, instruction, and materials aligned to the CCSS and CA Frameworks. All students receive curriculum, instruction, and materials from programs and/or strategies shown to increase student

achievement. District adopted standards-based curriculum for grades UTK-8 are used by teachers so that all students receive clearly defined curriculum and instruction that is sequentially and systemically delivered, mastery of grade-appropriate standards. Teachers design lessons in Tier 1 instruction with the learner in mind using the Universal Diagnostic tool (NWEA Measure of Academic Performance) to build groups and provide opportunities for all students to access the grade level standards with supports. Our adopted base curriculum is equipped with resources for students who are performing below standard to aide in scaffolding instruction to meet the student need and develop interventions for a student who needs a little more (Tier 2) and students who need intensive support (Tier 3). All students K-8 have an opportunity within the school day to receive support on the standards they need additional support or enrichment opportunities.. These opportunities are developed and implemented through the grade level Professional Learning Communities with the aid of an Instructional Specialist at most sites. The district adheres to recommended instructional minutes for reading/language arts and mathematics (UTK-8)

#### Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)

Manteca Unified allocates adequate instructional time as recommended in the California subject matter frameworks for the standards-aligned, basic core programs for RLA and mathematics and intensive interventions as well as additional time for strategic support and ELD for identified English Learners. This time should be given priority and be protected from interruptions.

#### Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Manteca Unified prepares, distributes, and monitors the use of an annual district-instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the standards-aligned, basic core ELA/ELD, strategic support, intensive intervention programs, standards-aligned mathematics basic core, strategic support, and Grades 4-6 intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment. ELD, small-group instruction and Tier I interventions are a focus when developing a master schedule.

#### Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All textbooks are in adequate supply and fair to excellent condition. MUSD places great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials. Each pupil has a textbook and/or instructional materials to use in class and to take home. There are zero percent of pupils who lack their own assigned textbooks and/or instructional materials. Additional literature-based materials are used to enrich the state textbook matrix. All students, including those with special needs, have access to the core curriculum materials. MUSD provides students one to one access to a digital device.

#### Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Manteca Unified provides standards-aligned, basic core instructional programs, including ancillary materials for small-group instruction, for Reading/Language Arts/English Language Development (RLA/ELD) (CCSS) and for Mathematics (CCSS). Manteca Unified also provides intensive intervention programs. At UTK- 8th grade level all sites have a 30-40 minute intervention block for each grade level. An Instructional Specialist is a part of each school site's intervention team. Intervention programs include Foundations, Just Words, WonderWorks, Edmentum:Exact Path, Sound Sensible, SPIRE, Rosetta Stone, Math in Practice, Bridges Intervention. These programs are to be implemented as designed in every classroom with materials for every student.



## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

MUSD provides Multi Tiered Systems of Supports to provide each child access to the base curriculum. Our focus is developing rich Tier 1 instruction focused on meeting the needs of all learners. In addition, all students have access to enrichment or support during the regular school day and/or beyond the school day. To ensure acquisition of skills, supplemental resources and interventions developed in the Professional Learning Communities at each grade level. Base curriculum in ELA and Math contain intervention and Response to Intervention materials to modify instruction or use as a targeted intervention for specific skills. Leveled readers and digital tutorials allow for leveled instruction as well as individualized instruction. The Tier 1 Instructional Program is supported by an Instructional Specialist based upon the schoolwide student need. Intervention programs include Rosetta Stone and ALEKS. These programs are implemented as designed in every classroom with materials for every student.

Manteca Unified School District undertakes various interventions to nurture the development of young minds, providing them with a foundation for lifetime success. These interventions range from academic support programs to social and emotional well-being, prioritizing addressing the needs of the whole child. We provide Tier 1 interventions tailored to building a climate of positive relationships and community inside and outside of the classroom. Tier 2 and 3 interventions provide targeted support for students.

Examples of Tier 2 and 3 intervention support are:

Point Break Intervention Classes

Anger Management (ages 12-18)

An eight-week class that enables adolescents to identify, evaluate, and appropriately handle their anger. Uncontrolled anger can lead to bad habits that become unhealthy and dangerous when they are left unattended. This class examines those habits and works with young people and their families to bring about a change of mindset and behavior. A parent or guardian is required to attend three sessions.

Substance Abuse (ages 12-18)

An eight-week class that allows teenagers to learn the truth about drugs (long and short-term consequences) as well as to work through misconceptions, attitudes, and behaviors that must change if a person is to deal honestly with the issues of substance abuse.

Point Break Workshop at High Schools

This all-day workshop brings high school students together to talk seriously about the walls of division on campuses caused by issues such as bullying, disrespect, racism, gangs, intolerance, and misunderstanding. This is not an assembly; it is an all-day exercise where students are challenged to change their behaviors and attitudes.

Victor Wrap-Around Services

Victor provides a continuum of community and school-based services that meet families where their need is to provide the support and education, they deserve to help them thrive.

Coordination of Services Team (COST)

A Coordination of Services Team (COST) is a strategy for managing and integrating various learning supports and resources to remove learning barriers for students. COST teams identify and address student needs and

ensure that the overall system of support works together effectively.

Five core components (Common Referral Process, Assessment, Regular COST Meetings, Collaboration of Services, and Tracking and Evaluation) make up the COST service delivery system and maximize a school's capacity to support student success and well-being.

### Intervention TOSA

This is a teacher on a special assignment who is under the direction of the high school principal. The TOSA serves as a resource to staff to support a multi-tiered system of support in the areas of prevention and intervention.

### Restorative Practices

Restorative practices in schools represent a philosophical shift away from the traditional punitive approach to wrongdoing. Instead of merely focusing on rule-breaking, restorative practices view misbehavior as an offense against relationships.

### Suicide Prevention

One of the strategies for suicide prevention that is utilized is crisis intervention and identification of students in crisis. All school nurses, counselors, school psychologists, and valley community counselors are trained in our Suicide Risk Assessment protocol. This protocol is used when a student is believed to be exhibiting thoughts of suicide or self-harm. For students that are identified as being at risk through this process, there is a follow-up protocol for their return to school and procedures for how to keep them safe on campus and at home.

### Yellow Ribbon Suicide Prevention Program

Yellow Ribbon provides training in suicide prevention and collaborates with community support networks to reduce the stigma surrounding suicide.

### Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

Parent Project Senior - "Changing Destructive Adolescent Behavior" is an award-winning intervention model addressing the most destructive of adolescent behaviors. We know of no other program that addresses it all: truancy, drugs, runaways, media, early teen sex, violence, gangs . . . Parent Project Senior promises concrete answers for every parent question asked.

Parent Project Junior - Loving Solutions is a parent-training program specifically designed for parents raising difficult younger children, ages 5-10 years. With special application to ADD / ADHD issues, Loving Solutions

employs a behavioral model to help parents motivate children to do constructive tasks and manage unwanted behaviors. The program's "Steps of Success" (S.O.S.) home practice assignments help create a solid foundation for change.

Preparing Our Kids for Success - Preparing Our Kids for Success. This stand-alone, 2.5-hour truancy intervention parent class is "Trauma-Informed" and specifically designed to augment the S.A.R.B. and local Truancy Abatement efforts.

#### Elevate Mentoring

Is a mentoring program designed to help students elevate their life skills so they can grow confident emotionally, succeed academically, and thrive socially.

#### Journey Mentoring

Journey Mentoring Program (A program of New Birth Community Development), promotes and teaches responsibility for youth ages 10-18. This takes place through highly interactive activities. The program is designed as a small group mentoring resource and represents a targeted effort to engage youth in discussions and activities that reinforce positive behavior.

#### Multi-Tiered System of Support (MTSS)

MTSS is a framework for providing instruction and intervention to all students based on their academic, social, emotional, and behavioral needs. MTSS is a proactive and preventative approach that aims to maximize student achievement and support the whole child.

#### Positive Behavioral Interventions and Supports

PBIS, or Positive Behavioral Interventions and Supports, is a proactive approach to behavior management in schools aimed at creating a positive school climate. It emphasizes teaching and reinforcing positive behaviors, rather than solely focusing on disciplining negative behaviors. PBIS incorporates data-driven decision-making to tailor interventions to support the specific needs of students and promote their social, emotional, and academic success. Currently, we are in the 3rd year of implementation at MUSD. Each school has a unique timeline for full implementation based on the needs of each school and community. By next year, all schools should successfully be considered Tier 1 schools that are fully implementing the PBIS Tier 1 framework for their entire school population.

#### Valley Community Counseling

Valley Community Counseling is an organization that MUSD contracts with to provide school-based counseling services to our students. Every school site has a minimum of one counselor per site available to meet with students to work on skill building, crisis intervention, conflict mediation, truancy, truancy-related concerns, provide support, and help students build relationships. Through a referral process, including self-referrals, the counselors will meet with students on a routine basis, establish goals, and implement strategies based on the student's individual goals. The Valley Community Counselors work in collaboration with school site administrators, teachers, school nurses, and other service providers to ensure the needs of the whole child are met.

## Social Emotional Learning

The integration of SEL to promote equity and address the needs of the whole child, and educators, is supported by many of our current policies, standards, funding, and decision-making mechanisms. Social emotional learning is defined as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

### Supports

Sanford Harmony is our district's SEL Curriculum available to UTK-6th students. Harmony SEL uses the CASEL 5 framework. The CASEL framework is one of the most widely used SEL frameworks and has been used to develop multiple state and district SEL standards and competencies. The CASEL framework comprises five core competencies students and adults need to successfully navigate academic standards. The Alignment Guides align Harmony objectives with Common Core State Standards, the CASEL 5, and state SEL standards/competencies.

BASE is our district's SEL Curriculum available to 6-12th students. This offers over 100 SEL Lessons to support students' SEL needs. The program uses an evidence-based SEL curriculum to support students in navigating challenging real-world topics, developing self-awareness, building practical skills, and connecting more effectively as well as prevention, and intervention and helps avert crisis.

Our SEL BASE curriculum allows 6-12th grade students to take a BASEline Survey every 90 days. This self-reporting survey measures behavior, engagement, academic self-confidence, and social connectivity in school.

Our SEL Lending Library is available to all teachers to check out books to support their SEL classroom implementation/integration and their students' needs.

Our SEL Materials Library is available to all teachers to check out materials to support their SEL classroom lesson implementation/integration and their student's needs.

Our In School Suspension class offers “An Accountability Opportunity Project,” to attending students. This class is offered as an alternative to suspension. During the ISS classes, students engaged in incident-aligned SEL BASE lessons and then completed an accountability project that proactively repairs relationships after they have been damaged through intentional research so that healing can occur.

Our annual Women Empowerment Event invites 40 female students from each high school to participate in SEL-aligned activities. This event focuses on CASEL's five core competencies as well as fostering the needs of students facing unforeseen circumstances.

Our SEL CASEL-aligned teacher workshops are offered each month after school, this is a paid opportunity. These workshops focus on students' needs in the following areas: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making.

Our SEL Teacher Committee meets three times per year. This is a paid opportunity for teachers. These workshops allow teachers to collectively collaborate on the implementation and integration of SEL lessons within the classroom and how to collect SEL data intentionally and effectively to direct instruction and meet the SEL needs of the students they serve.

Our SEL Site Support visits are available to all school sites upon request. These visits focus on a student's SEL needs after looking at the school site's data.

Our SEL Staff Training is available to all school sites upon request. These visits focus on students' SEL needs after looking at the school site's data.

Our Intervention TOSAs deliver SEL-BASE instruction to our COST students. This is based on data and students' needs.

Our SEL Training is available to our ELOP program upon request. This training focuses on CASEL-aligned SEL practices to meet students' SEL needs after looking at the school site data.

Our SEL Training is available to OAs and SSAs 3 times per year during district-directed days. These training courses offer CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful of our students, families, and community's needs.

Our SEL Training is available to all OA's once per month. These training courses offer CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful of our students, families, and community's needs.

Our SEL SSA training courses are available to all school sites upon request. These training courses offer CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful of our students, families, and community's needs.

Our SEL Trainings are offered once per year to our CTCP group. This training offers CASEL-aligned SEL practices. They focus on healthy communication, relationship-building skills, and being mindful when considering taking leadership roles within classified employment.

Counseling, funded through federal title funds or the Local Control Funding Formula is provided on-site by a Valley Community Counselor(s).

#### Evidence-based educational practices to raise student achievement

The District provides two days of in-service to all teachers to promote highly qualified teaching strategies in the core content areas for all students, including English learners and Special Education students. Staff Development in the Manteca Unified School District focuses on two goals: improvement in the educational program and in student achievement. Assessment data is analyzed and reviewed by the site leadership teams through designed processes. Common assessments for each grade level or course are administered, each of which aligns with the appropriate Common Core State Standards. These assessments may be statistically normed tests such as MAP, or district common finals.

After the assessments are given, data are collected and disaggregated for teachers to analyze. The data give teachers specific feedback on levels of achievement for the entire school population, individual classes, and individual students. These data are analyzed for trends, looking for areas of success and for areas for growth. Data drive district-wide change, both large and small, in the curricular program (which is also aligned with state student content standards) which then leads students to higher levels of achievement.

## **Parental Engagement**

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The school-wide Title I site has a School Site Council (SSC), an English Learning Advisory Council (ELAC), which is comprised of both staff and parents. MUSD has district committees which include the District Parent Advisory Council and the District English Learner Advisory Committee. These committees at the site and district level provide parent input on students' instructional needs related to under-achieving students. There are also Parent-Teacher groups which support the sites.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

MUSD established a District English Learner Advisory Committee (DELAC) and a District Parent Advisory Council (DPAC), consisting of parents and school representatives and involve them in the application for funding programs provided by the state or federal government including those that serve English Learners and Title 1 students.

The Consolidated Application (ConApp) would first be brought up to the DELAC committee members for review. Once approved, the Application for funding, which will be signed by the DELAC chairperson, lists the Categorical Program funding requests for the fiscal year. The ConApp will then be reviewed by Manteca Unified School District School Board during board meetings and be approved by the Board before making its way to the Superintendent to finalize it with a Certification of Assurance and Protected Prayer Certification. The Certification of Assurance verifies that MUSD will spend any federal funds received, legally and correctly. The Protected Prayer Certification is a certification of protected prayer within MUSD.

Both the DELAC and DPAC act as advisory councils in the development of the LCAP and make recommendations on activities and expenditures related to Local Control Accountability Funds.

## **Funding**

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds such as EIA-SCE funds and EIA-LEP funds have been replaced by the Local Control Funding Formula (LCFF) funds which are not considered categorical. LCFF funds are used to provide for the needs of all students in MUSD, including professional development related to underperforming students, tutorials, and intervention programs and materials.

MUSD uses LCFF supplemental/concentration funds as well as Title 1 funds district-wide to provide assistance for Homeless students, parent involvement activities, staff development, student achievement, teacher attraction and retention and for the Kindergarten Bridge program among many others.

Title III funds are used to provide support and resources related to English Learners. A District director and coordinator oversees EL trainings, resources, and strategies to improve ELD instruction. Trainings have focused on ELD instruction in coordination with the ELD/ELA standards and framework.

Title II funds are used to support the Induction program and to provide professional development to all MUSD staff members.

Title IV funds are used for STEAM activities, improving science teaching and the improving of safety at the school sites through Positive Behavior Intervention and Supports (PBIS).

#### Fiscal support (EPC)

All Manteca schools receive needs-based allocations of general fund support for staffing, instructional materials and supplies, custodian needs, and other uses. Funding for the support services such as maintenance of buildings and grounds, utilities, and student transportation is budgeted on a district-wide, centralized basis and provided to each school site-based on the unique needs of the individual school.

In addition to its support from the local general fund, each school in the Manteca Unified School District receives yearly allocations from various state and federal categorical programs. The purposes of these categorical programs range from improving the quality of the total instructional program for all students to addressing the unique needs of special groups of students such as limited-English proficient, academically deficient, and students at risk of dropping out of school.

Manteca Unified's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the EPCs in RLA/ELD, Mathematics, and the Site Strategic Plans (which contain all of the core elements of the School Plan for Student Achievement).

# School and Student Performance Data

## Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

| 2022-23 Student Population  |  |  |   |
|---|--|--|---|
| Total Enrollment  | Socioeconomically Disadvantaged  | English Learners   | Foster Youth  |
| <b>935</b>  | <b>38.3</b>  | <b>15.3</b>  | <b>0.2</b>  |
| Total Number of Students enrolled in Walter Woodward Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2022-23 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 143   | 15.3       |
| Foster Youth                                      | 2     | 0.2        |
| Homeless  | 25    | 2.7        |
| Socioeconomically Disadvantaged                   | 358   | 38.3       |
| Students with Disabilities                        | 119   | 12.7       |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 46    | 4.9        |
| American Indian              | 4     | 0.4        |
| Asian                        | 179   | 19.1       |



| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| Filipino                     | 42    | 4.5        |
| Hispanic                     | 398   | 42.6       |
| Two or More Races            | 45    | 4.8        |
| Pacific Islander             | 15    | 1.6        |
| White                        | 206   | 22         |

**Conclusions based on this data:**

1. Walter Woodward has two autism specific programs to serve students with disabilities which contributes to a relatively high population of students within this subgroup.
2. The number of students in the EL subgroup has remained consistent over the past 4 years (Approximately 15-20%)
3. The percentage of students in the SED subgroup has increased each year for the past 4 years and these students will be an area of focus for the site. Currently 1/3 of students are considered SED.



# Grade Level Standards

## District Goal

Every student works to achieve mastery of grade level standards in all subjects.

## Site Tier 1 Goal

Using of the District base curriculum and approved supplemental programs, all Woodward students be will provided with effective academic instruction in the areas of English language arts and Mathematics to achieve mastery towards grade level standards.

### CAASPP Results English Language Arts/Literacy (All Students)

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                   |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly |       |       | % Standard Not Met |       |       |
|                                      | 20-21            | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 | 20-21          | 21-22 | 22-23 | 20-21             | 21-22 | 22-23 | 20-21              | 21-22 | 22-23 |
| Grade 3                              |                  | 2387. | 2387. |                     | 14.46 | 13.73 |                | 16.87 | 16.67 |                   | 22.89 | 26.47 |                    | 45.78 | 43.14 |
| Grade 4                              |                  | 2432. | 2438. |                     | 12.12 | 17.89 |                | 27.27 | 15.79 |                   | 20.20 | 26.32 |                    | 40.40 | 40.00 |
| Grade 5                              |                  | 2488. | 2446. |                     | 13.59 | 8.74  |                | 29.13 | 21.36 |                   | 30.10 | 25.24 |                    | 27.18 | 44.66 |
| Grade 6                              |                  | 2512. | 2524. |                     | 10.78 | 11.43 |                | 30.39 | 35.24 |                   | 31.37 | 35.24 |                    | 27.45 | 18.10 |
| Grade 7                              |                  | 2551. | 2551. |                     | 14.58 | 14.41 |                | 32.29 | 35.14 |                   | 34.38 | 27.93 |                    | 18.75 | 22.52 |
| Grade 8                              |                  | 2559. | 2558. |                     | 15.09 | 14.14 |                | 31.13 | 32.32 |                   | 32.08 | 30.30 |                    | 21.70 | 23.23 |
| All Grades                           | N/A              | N/A   | N/A   |                     | 13.41 | 13.33 |                | 28.18 | 26.34 |                   | 28.69 | 28.62 |                    | 29.71 | 31.71 |

**CAASPP Results  
Mathematics (All Students)**

| Overall Achievement for All Students |                  |       |       |                     |       |       |                |       |       |                   |       |       |                    |       |       |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|--------------------|-------|-------|
| Grade Level                          | Mean Scale Score |       |       | % Standard Exceeded |       |       | % Standard Met |       |       | % Standard Nearly |       |       | % Standard Not Met |       |       |
|                                      | 20-21            | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 | 20-21          | 21-22 | 22-23 | 20-21             | 21-22 | 22-23 | 20-21              | 21-22 | 22-23 |
| Grade 3                              |                  | 2405. | 2418. |                     | 3.61  | 14.71 |                | 27.71 | 30.39 |                   | 34.94 | 25.49 |                    | 33.73 | 29.41 |
| Grade 4                              |                  | 2437. | 2457. |                     | 7.00  | 13.40 |                | 24.00 | 23.71 |                   | 33.00 | 36.08 |                    | 36.00 | 26.80 |
| Grade 5                              |                  | 2467. | 2436. |                     | 6.73  | 5.77  |                | 16.35 | 6.73  |                   | 34.62 | 25.96 |                    | 42.31 | 61.54 |
| Grade 6                              |                  | 2507. | 2519. |                     | 12.75 | 15.24 |                | 25.49 | 24.76 |                   | 23.53 | 33.33 |                    | 38.24 | 26.67 |
| Grade 7                              |                  | 2513. | 2512. |                     | 12.50 | 9.91  |                | 19.79 | 18.02 |                   | 29.17 | 33.33 |                    | 38.54 | 38.74 |
| Grade 8                              |                  | 2521. | 2508. |                     | 13.21 | 11.00 |                | 16.04 | 19.00 |                   | 28.30 | 21.00 |                    | 42.45 | 49.00 |
| All Grades                           | N/A              | N/A   | N/A   |                     | 9.48  | 11.63 |                | 21.32 | 20.36 |                   | 30.46 | 29.24 |                    | 38.75 | 38.77 |

**CAASPP Results  
English Language Arts/Literacy (All Students)**

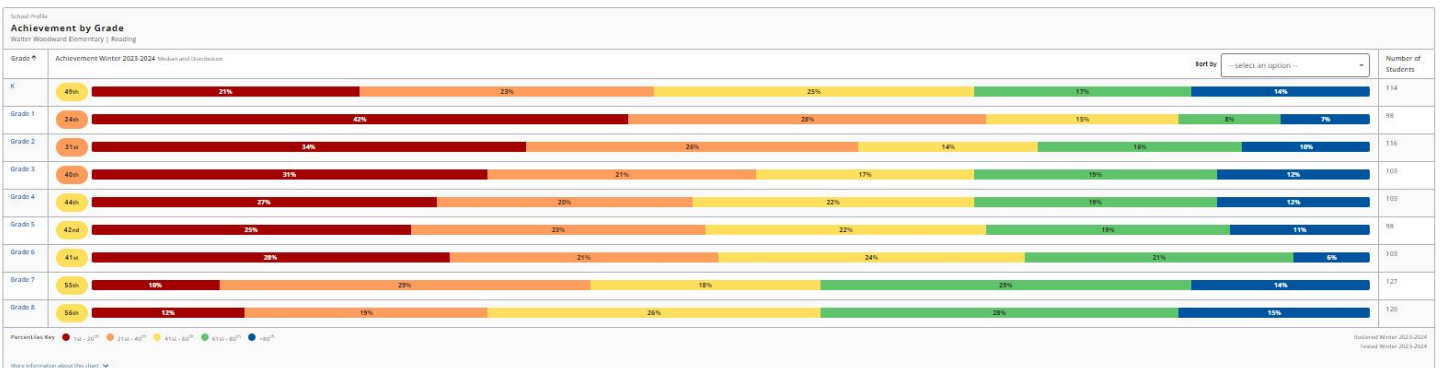
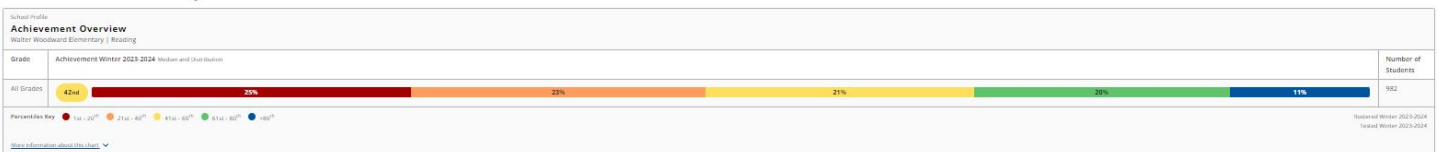
| CAASPP Student Groups                         | CAASPP Percent Met or Exceeded |
|---|--------------------------------|
| All Students                                  | 39.61                          |
| Female  | 46.72                          |
| Male  | 33.92                          |
| American Indian or Alaska Native              | --                             |
| Asian   | 52.59                          |
| Black or African American                     | 29.03                          |
| Filipino                                      | 37.93                          |
| Hispanic or Latino                            | 36.69                          |
| Native Hawaiian or Pacific Islander           | --                             |
| Two or More Races                             | 32.14                          |
| White   | 39.87                          |
| English Learners                              | 15.19                          |
| Foster Youth                                  | 0                              |
| Homeless                                      | 10.53                          |
| Military                                      | --                             |
| Socioeconomically Disadvantaged               | 35.34                          |
| Students Receiving Migrant Education Services | 0                              |
| Students with Disabilities                    | 11.83                          |

## CAASPP Results Mathematics (All Students)

| CAASPP Student Groups                         | CAASPP Percent Met or Exceeded |
|---|--------------------------------|
| All Students                                  | 31.94                          |
| Female  | 30.18                          |
| Male  | 33.33                          |
| American Indian or Alaska Native              | --                             |
| Asian   | 42.86                          |
| Black or African American                     | 12.90                          |
| Filipino                                      | 44.83                          |
| Hispanic or Latino                            | 28.63                          |
| Native Hawaiian or Pacific Islander           | --                             |
| Two or More Races                             | 28.57                          |
| White   | 31.17                          |
| English Learners                              | 9.64                           |
| Foster Youth                                  | 0                              |
| Homeless                                      | 9.52                           |
| Military                                      | --                             |
| Socioeconomically Disadvantaged               | 23.32                          |
| Students Receiving Migrant Education Services | 0                              |
| Students with Disabilities                    | 6.45                           |

### Data

#### Walter Woodward Elementary





# Student Growth Summary Report

Aggregate by School

Term: Winter 2023-2024  
District: Manteca Unified School District

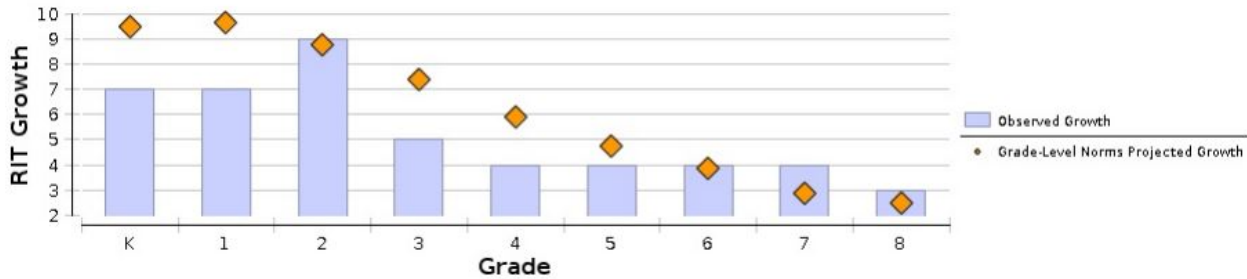
Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2023 - Winter 2024  
Weeks of Instruction: Start - 4 (Fall 2023)  
End - 20 (Winter 2024)  
Grouping: None  
Small Group Display: No

## Walter Woodward Elementary

Language Arts:  
Reading

| Grade (Winter 2024) | Total Number of Growth Events‡ | Comparison Periods |                    |                        |                |                    |                        | Growth          |                    | Growth Evaluated Against |                                 |                                      |  |  |  |  |
|---------------------|--------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|--|--|--|
|                     |                                | Fall 2023          |                    |                        | Winter 2024    |                    |                        | Observed Growth | Observed Growth SE | Grade-Level Norms        |                                 |                                      | Student Norms                              |  |  |  |
|                     |                                | Mean RIT Score     | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile |                 |                    | Projected School Growth  | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| K                   | 105                            | 139.5              | 9.3                | 71                     | 146.8          | 11.7               | 54                     | 7               | 0.8                | 9.5                      | -1.55                           | 6                                    | 105  | 40   | 38   | 33   |
| 1                   | 94                             | 150.4              | 12.6               | 15                     | 157.2          | 13.4               | 7                      | 7               | 0.9                | 9.6                      | -1.96                           | 2                                    | 94   | 33   | 35   | 29   |
| 2                   | 106                            | 166.0              | 15.4               | 16                     | 175.1          | 15.1               | 18                     | 9               | 0.8                | 8.7                      | 0.25                            | 60                                   | 106  | 53   | 50   | 46   |
| 3                   | 98                             | 183.4              | 16.3               | 33                     | 188.7          | 15.0               | 23                     | 5               | 0.9                | 7.4                      | -1.70                           | 4                                    | 98   | 36   | 37   | 35   |
| 4                   | 98                             | 194.5              | 16.3               | 38                     | 198.5          | 15.9               | 29                     | 4               | 0.7                | 5.9                      | -1.60                           | 5                                    | 98   | 45   | 46   | 37   |
| 5                   | 94                             | 200.3              | 16.4               | 28                     | 204.7          | 14.1               | 26                     | 4               | 0.8                | 4.8                      | -0.32                           | 37                                   | 94   | 41   | 44   | 41   |
| 6                   | 100                            | 204.2              | 14.7               | 20                     | 208.4          | 13.2               | 22                     | 4               | 0.7                | 3.8                      | 0.36                            | 64                                   | 100  | 51   | 51   | 50   |
| 7                   | 121                            | 214.6              | 13.2               | 52                     | 218.1          | 12.9               | 56                     | 4               | 0.5                | 2.9                      | 0.62                            | 73                                   | 121  | 69   | 57   | 54   |
| 8                   | 116                            | 219.0              | 13.6               | 55                     | 222.2          | 12.6               | 59                     | 3               | 0.6                | 2.5                      | 0.63                            | 73                                   | 116  | 62   | 53   | 51   |

### Language Arts: Reading



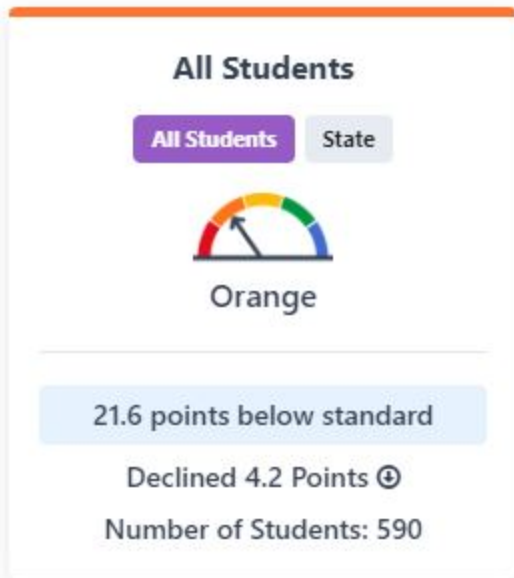
### English Language Arts Indicator - Student Group Five-by-Five Placement

[View District Placement](#)

Reporting Year:  Select a Report:

[View Detailed Data](#)

| LEVEL  | DECLINED SIGNIFICANTLY<br><i>from Prior Year (by more than 15.1 points)</i> | DECLINED<br><i>from Prior Year (by 3.0 to 15.0 points)</i>  | MAINTAINED<br><i>from Prior Year (declined or increased by less than 2.9 points or fewer)</i> | INCREASED<br><i>from Prior Year (by 3.0 to 14.9 points)</i> | INCREASED SIGNIFICANTLY<br><i>from Prior Year (by 15.0 points or more)</i> |
|--|---|---|---|---|--|
| <b>VERY HIGH (HIGHEST STATUS)</b><br>+45.0 points or more Current Year   | Green<br>(None)   | Green<br>(None)   | Blue<br>(None)  | Blue<br>(None)  | Blue<br>(None)   |
| <b>HIGH</b><br>+10.0 to +44.9 points in Current Year                     | Green<br>(None)   | Green<br>(None)   | Green<br>(None)   | Green<br>(None)   | Blue<br>(None)   |
| <b>MEDIUM</b><br>-5.0 to +9.9 points in Current Year                     | Yellow<br>(None)  | Yellow<br>▪ Asian   | Yellow<br>(None)  | Green<br>(None)   | Green<br>(None)  |
| <b>LOW</b><br>-5.1 to -70.0 points in Current Year                       | Orange<br>(None)  | Orange<br>▪ All Students (School Placement)<br>▪ English Learners<br>▪ Socioeconomically Disadvantaged<br>▪ White | Orange<br>▪ Hispanic  | Yellow<br>(None)  | Yellow<br>(None)   |
| <b>VERY LOW (LOWEST STATUS)</b><br>-70.1 points or lower in Current Year | Red<br>(None)   | Red<br>▪ Students with Disabilities   | Red<br>(None)   | Orange<br>(None)  | Orange<br>(None)   |



NWEA MAP Reading (Winter) # of Students in the Red Band

|   | Lit. & Info. Text | Vocab Use | Language & Writing | Foundational Skills |
|---|-------------------|-----------|--------------------|---------------------|
| K | 30                | 24        | 19                 | 20                  |
| 1 | 47                | 43        | 37                 | 37                  |

|   | Literary Text | Info. Text | Vocabulary |
|---|---------------|------------|------------|
| 2 | 40            | 47         | 43         |
| 3 | 30            | 29         | 33         |
| 4 | 30            | 26         | 24         |
| 5 | 26            | 26         | 21         |
| 6 | 28            | 35         | 20         |
| 7 | 24            | 21         | 16         |
| 8 | 19            | 15         | 17         |

### Data Analysis

Overall, our school falls in the 42nd percentile in MAP Reading, with two grade levels at or above the site goal of the 50th percentile. Four grade levels met their projected growth from Fall to Winter MAP Reading Assessment (2nd, 6th, 7th, 8th).

CAASPP data from the 22-23 school year indicates that our school is in the orange for ELA. We are 21.6 points below standard, and we declined by 4.2 points from 21-22 school year. Our students with disabilities are in the red band on CAASPP, showing a decline from the previous year and have the lowest status. Our homeless population was the lowest performing group on campus. Overall, our female students outperformed our male students on ELA CAASPP.

**Student Need 1:**

Schoolwide winter MAP Reading data indicates that our students are performing in the 42nd percentile. 48% of our students are currently below the national average. This indicates we need to strengthen our tier 1 instruction to meet the needs of all students.

**SMART Goal 1**

By June of 2027 sentence fluency will increase by 15% to strengthen the foundational reading skill in K-3.

**Implementation Plan**

| Action  | Metric/Indicator  | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Resources               |
|---|---|---|----------------|----------------|----------------|-------------------------|
| K- 3 teachers will use Foundations with fidelity daily. This will include say scripts, unit assessments, and Foundations teaching strategies being used in the classroom. | <p>Foundation Fidelity Survey<br/>Number of teachers reporting that they are consistently using say scripts during Foundations.</p> <p>Foundation Unit Assessment Report<br/>Number of teachers using unit assessments.</p> <p>Learning walk data<br/>number of teachers showing strong evidence of using foundations teaching strategies</p> | <p>5/22 teachers are consistently using say scripts.</p> <p>0/22 teachers are using unit assessments.</p> <p>Learning Walk Rubric:<br/>Strong evidence 1<br/>Some evidence 19<br/>No evidence 2</p> |                |                |                | Time<br>Money<br>People |
| Learning Targets and/or "I can" statements will be utilized in all classrooms to help students identify what is required for lesson mastery.                              | <p>Admin/ILT - Learning Walks Monthly<br/>Number of classrooms where "I can" statements are visible.</p> <p>Percentage of students able to articulate what is required for lesson mastery.</p>  | <p>30/41 rooms have "I can" statements visible in the classroom.</p> <p>TBD: Learning walks 24-25</p>   |                |                |                | Time<br>People          |
| Grade level teams will meet monthly to work collaboratively by  | <p>PLC Agenda/ minutes review<br/>Percentage of agendas/minutes</p>   | <p>Strong evidence<br/>Some evidence<br/>80%</p>  |                |                |                | Time<br>People          |

|  |   |   |  |  |  |                |
|--|---|---|--|--|--|----------------|
| using the guiding questions to inform instruction by reviewing data, identifying student needs, and adjusting instructional practices as needed.                 | showing strong evidence of grade level teams using the guiding questions by reviewing data and identifying student needs. | No evidence 20%   |  |  |  |                |
| 1st & 2nd grade students in the red, (specifically homeless students) in phonemic awareness will attend after school skills tutorial to increase reading skills. | Use pre/post assessment using Core assessments for phonemic awareness.  | TBD: Core Assessment in the fall will be used to determine student's baseline for tutorial. |  |  |  | Time<br>People |
|  |   |   |  |  |  | People<br>Time |

### Progress Monitoring

| <b>SMART Goal(s) and How to Measure the Progress</b>   | <b>Analysis of Data</b> | <b>Review Growth/Effectiveness of action items with team members.<br/>Who? How? When?</b>  | <b>Evaluation/Next Steps</b> |
|--|-------------------------|--|------------------------------|
| <b>Benchmark 1:</b><br>Foundations being used with fidelity across K-3                                   |                         | Learning walks/surveys will be completed each trimester by admin team and IS.  |                              |
| <b>Benchmark 2:</b><br>Foundation Unit Assessment Data reviewed during GLM                               |                         | Teachers will use end of Unit assessments and review data as a grade level.  |                              |
| <b>Benchmark 3:</b><br>Identify the number of classrooms using "I can" statements during learning walks. |                         | ILT will complete learning walks to collect data monthly.  |                              |
| <b>Benchmark 4:</b><br>Grade Levels using student data to determine student need during GLM              |                         | Grade levels will use CFAs regularly to identify essential skills needed to be re-taught/re-enforced meet grade level standards. |                              |
| <b>Benchmark 5:</b>  |                         | MAP Reading Fluency reports will be reviewed by  |                              |



|  |  |   |  |
|--|--|---|--|
| MAP Reading Fluency-<br>Sentence Reading Fluency |  | teachers and administrators<br>at the end of each<br>assessment period. |  |
|--|--|---|--|

### SMART Goal 2

MAP reading scores for students in 3rd - 8th grade will decrease by 15% in the red and orange band by June of 2027.

### Implementation Plan

| Action  | Metric/Indicator   | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Resources               |
|---|--|--|----------------|----------------|----------------|-------------------------|
| Learning Targets and/or "I can" statements will be utilized in all classrooms to help students identify what is required for lesson mastery.  | Admin/ILT - Learning Walks Monthly<br>Number of classrooms where "I can" statements are visible.<br><br>Percentage of students able to articulate what is required for lesson mastery. | 30/41 rooms have "I can" statements visible in the classroom.<br><br>TBD: Learning walks 24-25       |                |                |                | Time<br>People          |
| Grade level teams will meet monthly to work collaboratively by using the guiding questions to inform instruction by reviewing data, identifying student needs, and adjusting instructional practices as needed. | PLC Agenda/ minutes review<br>Percentage of agendas/minutes showing strong evidence of grade level teams using the guiding questions by reviewing data and identifying student needs.  | Strong evidence<br>Some evidence 80%<br>No evidence 20%  |                |                |                | Time<br>People          |
| Grade levels will work together to create CFAs to determine student skill level on essential standards and use data to build and adjust lesson plans based on results.  | PLC Agenda/ minutes review<br>Percentage of agendas/minutes showing strong evidence of grade level teams creating CFA to identify student needs for small group and UDL support.       | TBD: CFA Data in the fall<br>% of agendas showing<br>Strong evidence<br>Some evidence<br>No evidence |                |                |                | Time<br>People          |
| An afterschool tutorial will be offered to students in the red  | Pre/Post teacher created vocabulary assessment.  | TBD: Number of students who showed growth  |                |                |                | Time<br>People<br>Money |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| band on MAP vocabulary (specifically homeless students) to support student learning and increase reading skills. |  | between their pre/post test scores each trimester. |  |  |  |  |
|--|--|--|--|--|--|--|

**Progress Monitoring**

**SMART Goal 3**

**Implementation Plan**

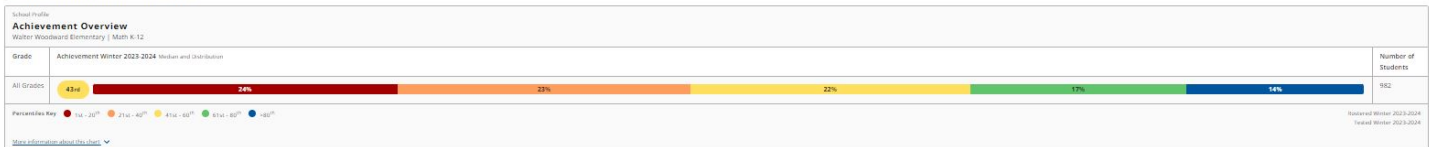
**Progress Monitoring**

| SMART Goal(s) and How to Measure the Progress | Analysis of Data | Review Growth/Effectiveness of action items with team members.<br>Who? How? When? | Evaluation/Next Steps |
|---|------------------|---|-----------------------|
| <b>Benchmark 1:</b><br>MAP Reading            |                  |   |                       |

**Progress Monitoring**

**Data**

Walter Woodward Elementary





# Student Growth Summary Report

Aggregate by School

Term: Winter 2023-2024  
District: Manteca Unified School District

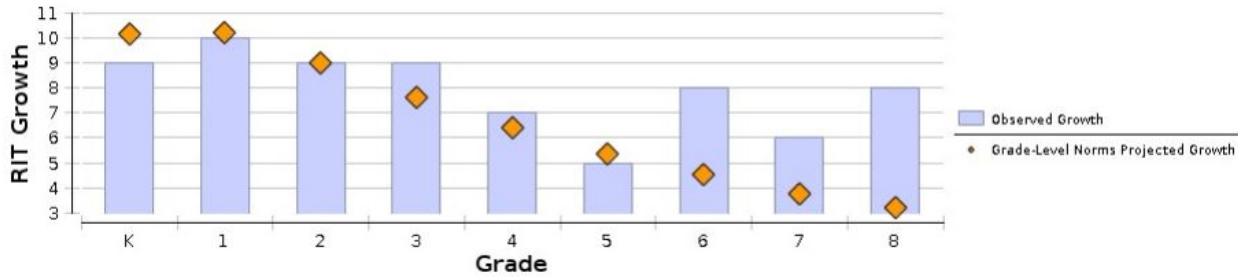
Norms Reference Data: 2020 Norms.  
Growth Comparison Period: Fall 2023 - Winter 2024  
Weeks of Instruction: Start - 4 (Fall 2023)  
End - 20 (Winter 2024)  
Grouping: None  
Small Group Display: No

## Walter Woodward Elementary

Math: Math K-12

| Grade (Winter 2024) | Total Number of Growth Events | Comparison Periods |                    |                        |                |                    |                        | Growth          |                    | Growth Evaluated Against |                                 |                                      |  |  |  |  |
|---------------------|-------------------------------|--------------------|--------------------|------------------------|----------------|--------------------|------------------------|-----------------|--------------------|--------------------------|---------------------------------|--------------------------------------|--|--|--|--|
|                     |                               | Fall 2023          |                    |                        | Winter 2024    |                    |                        | Observed Growth | Observed Growth SE | Grade-Level Norms        |                                 |                                      | Student Norms                              |  |  |  |
|                     |                               | Mean RIT Score     | Standard Deviation | Achievement Percentile | Mean RIT Score | Standard Deviation | Achievement Percentile |                 |                    | Projected School Growth  | School Conditional Growth Index | School Conditional Growth Percentile | Number of Students With Growth Projections | Number of Students Who Met Their Growth Projection | Percentage of Students Who Met Growth Projection | Student Median Conditional Growth Percentile |
| K                   | 107                           | 144.5              | 12.4               | 82                     | 153.1          | 10.7               | 72                     | 9               | 0.7                | 10.2                     | -1.21                           | 11                                   | 107  | 46   | 43   | 36   |
| 1                   | 91                            | 155.1              | 12.0               | 20                     | 165.1          | 13.7               | 20                     | 10              | 0.9                | 10.2                     | -0.14                           | 44                                   | 91   | 42   | 46   | 43   |
| 2                   | 111                           | 167.4              | 12.3               | 9                      | 176.7          | 13.7               | 11                     | 9               | 0.7                | 9.0                      | 0.23                            | 59                                   | 111  | 55   | 50   | 45   |
| 3                   | 96                            | 182.4              | 14.2               | 15                     | 191.1          | 13.5               | 21                     | 9               | 0.7                | 7.6                      | 0.92                            | 82                                   | 96   | 57   | 59   | 56   |
| 4                   | 99                            | 197.2              | 12.0               | 36                     | 203.9          | 13.2               | 38                     | 7               | 0.7                | 6.4                      | 0.25                            | 60                                   | 99   | 57   | 58   | 54   |
| 5                   | 93                            | 205.5              | 13.1               | 31                     | 210.6          | 13.5               | 30                     | 5               | 0.7                | 5.4                      | -0.20                           | 42                                   | 93   | 43   | 46   | 45   |
| 6                   | 100                           | 205.6              | 10.8               | 12                     | 213.2          | 13.2               | 22                     | 8               | 0.7                | 4.5                      | 2.46                            | 99                                   | 100  | 65   | 65   | 65   |
| 7                   | 121                           | 216.9              | 15.0               | 35                     | 223.2          | 15.4               | 46                     | 6               | 0.7                | 3.7                      | 2.18                            | 99                                   | 121  | 79   | 65   | 59   |
| 8                   | 117                           | 223.8              | 16.7               | 45                     | 231.8          | 18.5               | 65                     | 8               | 0.9                | 3.2                      | 3.49                            | 99                                   | 117  | 85   | 73   | 75   |

### Math: Math K-12



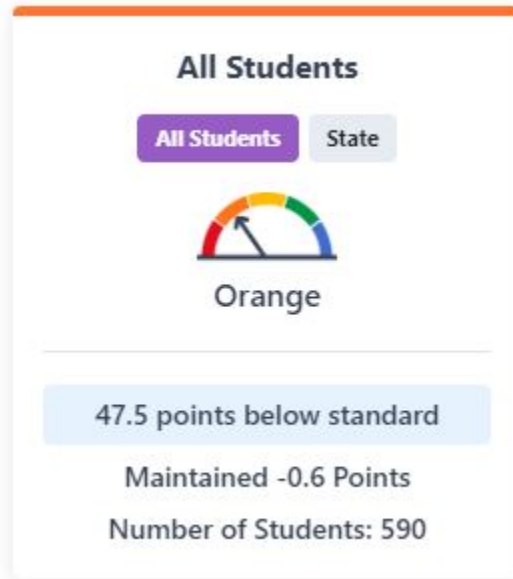
### Mathematics Indicator - Student Group Five-by-Five Placement

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| LEVEL  | DECLINED SIGNIFICANTLY<br><i>from Prior Year (by 15.1 points or more)</i> | DECLINED<br><i>from Prior Year (by 3.0 to 15.0 points)</i>                   | MAINTAINED<br><i>from Prior Year (declined increased by 2.9 points or fewer)</i> | INCREASED<br><i>from Prior Year (by 3.0 to 14.9 points)</i> | INCREASED SIGNIFICANTLY<br><i>from Prior Year (by 15.0 points or more)</i> |
|--|---|--|--|---|--|
| <b>VERY HIGH (HIGHEST STATUS)</b><br><i>+35.0 points or more in Current Year</i> | Green<br>(None)   | Green<br>(None)  | Blue<br>(None)   | Blue<br>(None)  | Blue<br>(None)   |
| <b>HIGH</b><br><i>0.0 to +34.9 points in Current Year</i>                        | Green<br>(None)   | Green<br>(None)  | Green<br>(None)  | Green<br>(None)   | Blue<br>(None)   |
| <b>MEDIUM</b><br><i>-0.1 to -25.0 points in Current Year</i>                     | Yellow<br>(None)  | Yellow<br>▪ Asian  | Yellow<br>(None)   | Green<br>(None)   | Green<br>(None)  |
| <b>LOW</b><br><i>-25.1 to -95.0 points in Current Year</i>                       | Orange<br>(None)  | Orange<br>▪ English Learners<br>▪ Socioeconomically Disadvantaged<br>▪ White | Orange<br>▪ All Students (School Placement)                                      | Yellow<br>▪ Hispanic  | Yellow<br>(None)   |
| <b>VERY LOW (LOWEST STATUS)</b><br><i>-95.1 points or fewer in Current Year</i>  | Red<br>(None)   | Red<br>▪ Students with Disabilities  | Red<br>(None)  | Orange<br>(None)  | Orange<br>(None)   |



NWEA MAP Math (Winter) # of Student in the Red Band

|   | Operations & Algebraic Thinking | Numbers & Operations | Measurement & Data | Geometry |
|---|---------------------------------|----------------------|--------------------|----------|
| K | 25                              | 20                   | 18                 | 22       |
| 1 | 18                              | 24                   | 37                 | 35       |
| 2 | 34                              | 48                   | 58                 | 36       |
| 3 | 22                              | 37                   | 31                 | 27       |
| 4 | 20                              | 24                   | 26                 | 36       |
| 5 | 21                              | 25                   | 28                 | 28       |

|   | Operations & Algebraic Thinking | Real & Complex # Systems | Geometry | Statistics & Probability |
|---|---------------------------------|--------------------------|----------|--------------------------|
| 6 | 28                              | 27                       | 24       | 49                       |
| 7 | 19                              | 28                       | 23       | 34                       |
| 8 | 17                              | 20                       | 22       | 22                       |

### Data Analysis

Overall, our school falls in the 43rd percentile in MAP Math, with three grade levels at or above the site goal of the 50th percentile. Six grade levels met their projected growth from Fall to Winter MAP Math Assessment (2nd, 3rd, 4th, 6th, 7th, 8th).

CAASPP data from the 22-23 school year indicates that our school is in the orange for Math. We are 47.5 points below standard, and we declined by 0.6 points from 21-22 school year.

### Student Need 2:

Schoolwide winter MAP Math data indicates that our students are performing in the 43rd percentile. 47% of our students are currently below the national average. This indicates we need to strengthen our tier 1 instruction to meet the needs of all students.

### SMART Goal 1

Schoolwide we will increase math proficiency. This will be measured by MAP & CAASPP Data. Our students will perform at the 50th percentile or above in MAP Math and move from the orange to yellow on CAASPP Math.

#### Implementation Plan

| Action  | Metric/Indicator   | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Resources      |
|---|--|--|----------------|----------------|----------------|----------------|
| Learning Targets and/or "I can" statements will be utilized in all classrooms to help students identify what is required for lesson mastery.  | Admin/ILT - Learning Walks Monthly<br>Number of classrooms where "I can" statements are visible.<br><br>Percentage of students able to articulate what is required for lesson mastery.   | 30/41 rooms have "I can" statements visible in the classroom.<br><br>TBD: Learning walks 24-25   |                |                |                | Time<br>People |
| Grade level teams will meet monthly to work collaboratively by using the guiding questions to inform instruction by reviewing data, identifying student needs, and adjusting instructional practices as needed. | PLC Agenda/ minutes review<br>Percentage of agendas/minutes showing strong evidence of grade level teams using the guiding questions by reviewing data and identifying student needs.  | Strong evidence<br>Some evidence 80%<br>No evidence 20%  |                |                |                | Time<br>People |
| Grade Levels will incorporate the math practices and thinking strategies in their lessons.  | Admin/ILT - Learning Walks Monthly<br>Percentage of classrooms where math thinking strategies are visible in lessons being taught.<br><br>Percentage of students able to articulate what thinking strategy they are using in the lesson. | TBD:<br>% of classrooms that have the math thinking strategies being used in the lesson visible for students.<br><br>TBD: Learning walks 24-25 |                |                |                | Time<br>People |

|   |  |  |  |  |  |                         |
|---|--|--|--|--|--|-------------------------|
| Use Grade Level Common Formative Assessments to determine student gap to plan for tier 1 & 2 instruction in math.                                   | Grade Level PLC Data - PLC Data used to determine how                              | 4 grade levels are using CFAs  |  |  |  | Time<br>People          |
| Academic incentive: students will attend an after-school activity if they meet their math growth target each trimester.                             | Number of students meeting criteria to attend event.                               | TBD:<br>Number of student meeting Criteria Fall  |  |  |  | Time<br>People<br>Money |
| Students in the red on Math MAP will be offered after school skills tutorial to support basic math skills. (Focus: Operations & Algebraic Thinking) | Teacher created pre-/post- assessments focused on operations & algebraic thinking. | TBD:<br>Number of students in the tutorial who show growth from pre-/post- each trimester. |  |  |  | Time<br>Money<br>People |

**Progress Monitoring**

**Progress Monitoring**



**District Goal**

Every student feels safe in the school environment inclusive of design, security and climate.

**Site Tier 1, 2, and 3 Goals**

All Woodward students will be encouraged and expected to attend school daily in a clean, safe (emotionally and socially) environment that allows students to reach their highest academic success.

**Climate**

This table displays suspensions and expulsions data collected between July through June, each full school year respectively.

Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject     | School 2020-21 | School 2021-22 | District 2020-21 | District 2021-22 | State 2020-21 | State 2021-22 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.44           | 2.75           | 0.91             | 4.62             | 0.20          | 3.17          |
| Expulsions  | 0.00           | 0.00           | 0.01             | 0.09             | 0.00          | 0.07          |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

| Subject     | School 2022-23 | District 2022-23 | State 2022-23 |
|-------------|----------------|------------------|---------------|
| Suspensions | 3.12           | 4.96             | 3.60          |
| Expulsions  | 0.10           | 0.24             | 0.08          |

**2022-23 Chronic Absenteeism by Student Group**

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---------------|-----------------------|---|---------------------------|--------------------------|
|               |                       |   |                           |                          |

|   |      |     |     |      |
|---|------|-----|-----|------|
| <b>All Students</b>                         | 1025 | 988 | 250 | 25.3 |
| <b>Female</b>                               | 464  | 457 | 124 | 27.1 |
| <b>Male</b>                                 | 561  | 531 | 126 | 23.7 |
| <b>American Indian or Alaska Native</b>     | 4    | 4   | 2   | 50.0 |
| <b>Asian</b>                                | 209  | 196 | 53  | 27.0 |
| <b>Black or African American</b>            | 51   | 47  | 17  | 36.2 |
| <b>Filipino</b>                             | 45   | 44  | 7   | 15.9 |
| <b>Hispanic or Latino</b>                   | 435  | 420 | 113 | 26.9 |
| <b>Native Hawaiian or Pacific Islander</b>  | 17   | 16  | 5   | 31.3 |
| <b>Two or More Races</b>                    | 50   | 49  | 14  | 28.6 |
| <b>White</b>                                | 214  | 212 | 39  | 18.4 |
| <b>English Learners</b>                     | 175  | 167 | 46  | 27.5 |
| <b>Foster Youth</b>                         | 2    | 2   | 1   | 50.0 |
| <b>Homeless</b>                             | 40   | 38  | 20  | 52.6 |
| <b>Socioeconomically Disadvantaged</b>      | 446  | 431 | 144 | 33.4 |
| <b>Students Receiving Migrant Education</b> | 1    | 1   | 0   | 0.0  |
| <b>Students with Disabilities</b>           | 148  | 144 | 41  | 28.5 |

Chronic Absenteeism Indicator - Student Group Five-by-Five Placement

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Reporting Year:  Select a Report:

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| LEVEL   | INCREASED SIGNIFICANTLY<br><i>from Prior Year (by 3.1 p.pts or more)</i> | INCREASED<br><i>from Prior Year (by 0.5 p.pts to 3.0 p.pts)</i> | MAINTAINED<br><i>from Prior Year (declined or increased by 0.4 p.pts or fewer)</i> | DECLINED<br><i>from Prior Year (by 0.5 p.pts to 2.9 p.pts)</i>                     | DECLINED SIGNIFICANTLY<br><i>from Prior Year (by 3.0 p.pts or more)</i>                        |
|---|--|---|--|--|--|
| <b>VERY LOW</b><br><i>2.5% or less in Current Year</i>      | Yellow<br>(None)   | Green<br>(None)   | Blue<br>(None)   | Blue<br>(None)   | Blue<br>(None)   |
| <b>LOW</b><br><i>2.6% to 5.0% in Current Year</i>           | Orange<br>(None)   | Yellow<br>(None)  | Green<br>(None)  | Green<br>(None)  | Blue<br>(None)   |
| <b>MEDIUM</b><br><i>5.1% to 10.0% in Current Year</i>       | Orange<br>(None)   | Orange<br>(None)  | Yellow<br>(None)   | Green<br>(None)  | Green<br>(None)  |
| <b>HIGH</b><br><i>10.1% to 20.0% in Current Year</i>        | Red<br>(None)  | Orange<br>(None)  | Orange<br>(None)   | Yellow<br>▪ Filipino   | Yellow<br>▪ White  |
| <b>VERY HIGH</b><br><i>20.1% or greater in Current Year</i> | Red<br>▪ Asian   | Red<br>▪ Two or More Races                                      | Red<br>(None)  | Orange<br>▪ English Learners<br>▪ Students with Disabilities<br>▪ African American | Yellow<br>▪ All Students (School Placement)<br>▪ Socioeconomically Disadvantaged<br>▪ Hispanic |



| Students who have missed 10% or more of school as of 3.19.24 |               |
|--|---------------|
| Grade  | # of Students |
| K  | 29            |
| 1  | 16            |
| 2  | 24            |
| 3  | 19            |
| 4  | 12            |
| 5  | 7             |
| 6  | 14            |
| 7  | 13            |
| 8  | 13            |
| Total  | 155           |

### Data Analysis

As of March 19th, 2024, 15.4% of our population is considered chronically absent. Highest rates of absenteeism are in kindergarten and 2nd grade. Overall, our school is in the yellow category. Our chronic absenteeism overall has declined more than 3 points, but we continue to have a high rate of absenteeism. In addition, chronic absenteeism rates for students of 2 or more races and students of Asian descent have increased in the past year.

### Student Need 1:

Good attendance is essential to academic success. Students with poor attendance in school may have learning gaps, make-up work piles up and students miss learning opportunities and instruction. Students with chronic absenteeism will be monitored through the attendance system and receive tier 1 and 2 supports when appropriate to encourage positive school attendance and student engagement. Students on SARB contracts and those identified at risk for being chronically absent will be monitored.

### SMART Goal 1

By June of 2027 Woodward's overall Chronic Absenteeism will decrease by 15%.

### Implementation Plan

| Action   | Metric/Indicator  | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Resources      |
|--|---|--|----------------|----------------|----------------|----------------|
| Families will receive educational information about the importance of school attendance through newsletters, pamphlets, banners, etc. to | Communication with families will be used for attendance education through schoolwide newsletters and pamphlets to families with high absence rates. | Number of Attendance Pamphlets distributed. 114 sent<br><br>Number of newsletters highlighting attendance. |                |                |                | Time<br>People |

|  |  |   |  |  |  |                         |
|--|--|---|--|--|--|-------------------------|
| support their understanding of the importance of good attendance.  | Number of Attendance Pamphlets distributed.<br><br>Number of newsletters highlighting attendance.  | 5/12 Newsletters highlighted the importance of attendance.  |  |  |  |                         |
| Outreach Assistant will work with chronically absent students to decrease absenteeism through educational literature, student incentives, calls/emails with families.  | Q Attendance - Chronic Absenteeism monitored monthly to identify if students are improving attendance and monitor grade level attendance over all. | # of Chronically Abs# of Chronically Absent Students<br>K- 29<br>1st - 16<br>2nd -24<br>3rd - 19<br>4th - 12<br>5th - 7<br>6th - 14<br>7th - 13<br>8th - 13 |  |  |  | Time<br>People<br>Money |
| Vice Principal will work with the attendance clerk to monitor student attendance. VP will work with the COST team to ensure supports are in place. Tier 2 students who continue to have poor attendance will be referred SARB. SARB Referral Process will be followed. | Q Attendance - T Letters will be used to track communication through the SARB process in order to support families in absenteeism awareness.       | T-1 Letters Sent: 342<br>T-2 Letters Sent: 114<br>T-3 Letters Sent: 33<br>Excessive Absence Letters Sent: 144<br>Pre-Medical Letters Sent: 72               |  |  |  | Time<br>Money<br>People |
| Attendance incentive: chronically absent students will attend an after-school activity if they attended at least 90% of the school days within a trimester (fall-winter-spring).   | Chronically absent students who come to school at least 90% of the trimester.  | Trimester 1 # of chronically absent students who have reached the 90% attendance goal<br><br>_____  |  |  |  | Time<br>Money<br>People |
| Valley Community Counseling will support   | Outreach Assistant Data will be used to identify and   | Fall # of students<br><br>_____   |  |  |  | Time<br>People          |

|   |  |  |  |  |  |                         |
|---|--|--|--|--|--|-------------------------|
| chronically absent students through social groups if they have been identified as struggling to attend school due to anxiety. | recommend students for social groups due to absenteeism. |  |  |  |  |                         |
| Enrichment opportunities will be promoted and provided during the school day to encourage positive school attendance.         | Q Attendance will be tracked the day of events.          | TBD<br>During enrichment opportunities average daily attendance will be compared to that day's attendance. |  |  |  | Time<br>Money<br>People |

### Progress Monitoring

### SMART Goal 2

Students of two or more races & students of Asian descent that are chronically absent will decrease by 20% by June of 2027.

### Implementation Plan

| Action   | Metric/Indicator                  | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Resources               |
|--|-----------------------------------|---|----------------|----------------|----------------|-------------------------|
| Outreach assistant will work with families of students who are two or more races and chronically absent through education, incentives, and addressing barrier so students are attending school more regularly to decrease absenteeism rates. | Q attendance - Chronically absent | 10 students of 2 or more races are considered chronically absent. |                |                |                | Time<br>Money<br>People |
| Outreach assistant will work with families of students who of Asian descent and chronically absent through   | Q attendance - chronically absent | 32 students of Asian descent are considered chronically absent.   |                |                |                | Time<br>Money<br>People |

|  |                                    |  |  |  |  |                   |
|--|------------------------------------|--|--|--|--|-------------------|
| education, incentives, and addressing barrier so students are attending school more regularly to decrease absenteeism rates. |                                    |  |  |  |  |                   |
| Parents of Chronically absent students will be invited to participate in our Parenting Partners Workshop.                    | Parenting Partners sign in sheets. | # of Parents of chronically absent students who Participate in the workshop in the fall. |  |  |  | Time Money People |

### Progress Monitoring

### Progress Monitoring

### Data

Suspension Rate (Elementary School) Indicator - Student Group Five-by-Five Placement

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Reporting Year:  Select a Report:

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| LEVEL  | INCREASED SIGNIFICANTLY<br><i>from Prior Year (by 2.1 p.pts or more)</i> | INCREASED<br><i>from Prior Year (by 0.3 p.pts to 2.0 p.pts)</i>               | MAINTAINED<br><i>from Prior Year (declined or increased by 0.2 p.pts or fewer)</i> | DECLINED<br><i>from Prior Year (by 0.3 p.pts to 0.9 p.pts)</i> | DECLINED SIGNIFICANTLY<br><i>from Prior Year (by 1.0 p.pts or more)</i> |
|--|--|---|--|--|---|
| <b>VERY LOW</b><br><i>0.5% or less in Current Year</i>     | Gray<br>(N/A)  | Green<br>(None)   | Blue<br>▪ Asian<br>▪ Filipino  | Blue<br>(None)   | Blue<br>▪ English Learners  |
| <b>LOW</b><br><i>0.6% to 1.0% in Current Year</i>          | Gray<br>(N/A)  | Yellow<br>(None)  | Green<br>(None)  | Green<br>(None)  | Blue<br>(None)  |
| <b>MEDIUM</b><br><i>1.1% to 3.0% in Current Year</i>       | Orange<br>(None)   | Orange<br>(None)  | Yellow<br>(None)   | Green<br>(None)  | Green<br>▪ Hispanic   |
| <b>HIGH</b><br><i>3.1% to 6.0% in Current Year</i>         | Red<br>▪ Socioeconomically Disadvantaged                                 | Orange<br>▪ All Students (School Placement)<br>▪ White<br>▪ Two or More Races | Orange<br>(None)   | Yellow<br>(None)   | Yellow<br>(None)  |
| <b>VERY HIGH</b><br><i>6.1% or greater in Current Year</i> | Red<br>(None)  | Red<br>▪ Students with Disabilities<br>▪ African American                     | Red<br>(None)  | Orange<br>(None)   | Yellow<br>(None)  |

| Penalty          | Incident                      | 00 | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | Grand Total |    |
|------------------|-------------------------------|----|----|----|----|----|----|----|----|----|-------------|----|
| Suspension       | Assault/Battery               |    |    |    |    |    |    |    | 1  |    | 1           | 2  |
|                  | Fighting/Attack - w/ Weapon   |    |    |    |    |    |    |    |    |    | 1           | 1  |
|                  | Fighting/Attack w/o Weapon    |    |    |    |    |    |    | 1  | 7  | 4  | 2           | 14 |
|                  | Hate Crime/Racial Slurs       |    |    |    |    |    |    |    | 1  | 1  | 4           | 6  |
|                  | Inappropriate Behavior/Object |    |    |    |    | 2  |    | 1  |    |    |             | 3  |
|                  | Pushing/Shoving               |    |    |    |    |    |    | 1  |    |    |             | 1  |
|                  | Sexual Harassment             |    |    |    |    |    |    |    |    | 2  |             | 2  |
|                  | Threat of Attack - w/o Weapon |    |    |    |    |    |    |    | 2  |    | 3           | 5  |
|                  | Unsafe Behavior               |    | 3  |    | 2  |    |    |    |    |    |             | 5  |
| Suspension Total |                               | 3  |    | 2  | 2  |    |    | 5  | 9  | 7  | 11          | 39 |

### Data Analysis

As of March 23, 2024, we have a total of 39 suspensions. A majority of the suspensions are in 6th - 8th grade. Our 5 by 5 suspension data indicates that students with disabilities and African American students are being suspended at a higher rate than other student groups on campus.

### Student Need 2:

All Woodward students will have access to a clean, positive and safe learning environment on a daily basis. Student groups identified as having a high rate of suspensions will be monitored and supported.

### SMART Goal 1

Students with two or more suspensions will decrease by 10% by June of 2023.

### Implementation Plan

| Action   | Metric/Indicator  | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Resources               |
|--|---|--|----------------|----------------|----------------|-------------------------|
| There will be continued PBIS training for teachers to support students and building a positive school climate with clear expectations. | Teacher Survey will identify teacher comfort level with implementing PBIS strategies.<br><br>Teacher surveyed to identify areas of needed PD. | Teacher Survey indicated the certificate staff overall have a 4.3/5.0 confidence in schoolwide expectations and teaching strategies.<br><br>Teacher Requested Workshops:<br><br>21 teachers want more support with SEL lessons.<br><br>10 teachers want more support with systems to |                |                |                | Time<br>Money<br>People |

|   |  |   |  |  |  |             |
|---|--|---|--|--|--|-------------|
|   |  | <p>reward with Mustang Bucks</p> <p>7 teachers want support with PBIS lessons.</p> <p>13 teachers want more support with handling student situations.</p>   |  |  |  |             |
| There will be continued PBIS training for students - MUSTang Round Up, student lessons, PBIS assemblies.                              | Student Surveys will be used to monitor student understanding of the rules, areas of concern, and recommended supports needed to help students focus on being safe, responsible, and respectful.   | <p>Student Survey:</p> <p>100% of students knew site expectations</p> <p>60% of students said they received Mustang Bucks in the last month.</p>  |  |  |  | Time People |
| CICO System will be used for students with multiple suspensions.  | CICO Data will monitor students' behavior to identify if there is a reduction in behavior incidents and severity.  | 2 students currently on CICO. Both students have had a decrease in incidents and severity.  |  |  |  | Time People |
| ILT will review behavior data to identify students who have been suspended to monitor and create action plans of support school wide. | <p>Q Data - ILT team will review student incidents regularly to identify areas of need on campus and work with our PBIS team to build supports.</p> <p>Staff Survey with Learning Walk Data to identify implementation of PBIS expectations.</p> | <p>Q Discipline Data:</p> <p>34 students have been suspended as of April 2024.</p> <p>Staff Survey Learning Walk Info:</p> <p>100% of staff knew school expectations (Be Safe, Be Responsible, Be Respectful)</p> |  |  |  | Time People |

|  |   |  |  |  |  |                                    |
|--|---|--|--|--|--|------------------------------------|
|  |   | <p>100% of staff taught site expectations.<br/> 80% of staff have given out Mustang Bucks for acknowledging desired behavior.<br/> 75% of classrooms observed had site expectations posted.<br/> 100% of classrooms observed had AT LEAST 3 evidence-based classroom practices.</p>          |  |  |  |                                    |
| <p>Parents of students who have two or more suspensions will be invited to participate in our Parenting Partners Workshop.</p> | <p>Parent invitations will be sent to families before the first session in the fall.<br/><br/> Parenting Partners sign in sheets will be used to identify families of student with two or more suspension have.</p> | <p>Percentage of Parents of students who have two or more suspensions who are invited to participate in the workshop in the fall.<br/><br/> _____</p> <p>Percentage of Parents of students who have two or more suspensions who participate in the workshop in the fall.<br/><br/> _____</p> |  |  |  | <p>Time<br/> Money<br/> People</p> |

**Progress Monitoring**

**SMART Goal 2**

Students with disabilities suspension rates will decrease by 10% by June of 2027.

### Implementation Plan

| Action   | Metric/Indicator   | Baseline  | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Resources               |
|--|--|---|----------------|----------------|----------------|-------------------------|
| Behavior Specialist will support SPED students with behavior needs. SPED students with suspensions will be monitored through Data Collection to identify antecedents and needed supports to reduce occurrence of suspension. | Q Behavior - Suspension Data Data will monitor students' behavior to identify if there is a reduction in behavior incidents and severity.  | 7 SPED students have been suspended in 23-25 as of March 23, 2024   |                |                |                | Time<br>People          |
| BIP or behavior goals will be added to IEPs for students who require behavior supports.  | Q Behavior Data Data will monitor students' behavior to identify if there is a reduction in behavior incidents and severity.   | 7 SPED students have been suspended in 23-25 as of March 23, 2024   |                |                |                | Time<br>People          |
| Parents of students who have special education services and have been suspension will be invited to participate in our Parenting Partners Workshop.  | Parent invitations will be sent to families before the first session in the fall.<br><br>Parenting Partners sign in sheets will be used to identify families of students with disabilities taht have had a suspension. | Percentage of Parents of students with disabilities that have had suspension who are invited to participate in the workshop in the fall.<br><br>_____<br><br>Percentage of Parents of students with disabilities that have had suspension who participate in the workshop in the fall.<br><br>_____ |                |                |                | Time<br>Money<br>People |



**Progress Monitoring**

**SMART Goal 3**

African America student suspension rates will decrease by 10% by June of 2027.

**Implementation Plan**

| Action  | Metric/Indicator   | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Resources                        |
|---|--|--|----------------|----------------|----------------|----------------------------------|
| <p>There will be continued PBIS training for teachers to support students and building a positive school climate with clear expectations.</p> | <p>Teacher Survey will identify teacher comfort level with implementing PBIS strategies.</p> <p>Teacher surveyed to identify areas of needed PD.</p> | <p>Teacher Survey indicated the certificate staff overall have a 4.3/5.0 confidence in schoolwide expectations and teaching strategies.</p> <p>Teacher Requested Workshops:</p> <p>21 teachers want more support with SEL lessons.</p> <p>10 teachers want more support with systems to reward with Mustang Bucks</p> <p>7 teachers want support with PBIS lessons.</p> <p>13 teachers want more support with handling student situations.</p> |                |                |                | <p>Time<br/>People<br/>Money</p> |
| <p>ILT will review behavior data to identify students</p>   | <p>Q Data - ILT team will review student incidents regularly to</p>  | <p>Q Discipline Data:</p>  |                |                |                | <p>Time<br/>People</p>           |

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
| <p>who have been suspended to monitor and create action plans of support school wide.</p> | <p>identify areas of need on campus and work with our PBIS team to build supports.</p> <p>Staff Survey with Learning Walk Data to identify implementation of PBIS expectations.</p> | <p>11 African American students have been suspended as of April 2024.</p> <p>Staff Survey Learning Walk Info:<br/> 100% of staff knew school expectations (Be Safe, Be Responsible, Be Respectful)<br/> 100% of staff taught site expectations.<br/> 80% of staff have given out Mustang Bucks for acknowledging desired behavior.<br/> 75% of classrooms observed had site expectations posted.<br/> 100% of classrooms observed had AT LEAST 3 evidence-based classroom practices.</p> |  |  |  |  |
|---|---|--|--|--|--|--|

**Progress Monitoring**

**Progress Monitoring**



### District Goal

Every student is supported within a multi-tiered system to realize their individual success.

### Site Tier 2 and 3 Goals

Woodward "At Promise" students will be provided instruction by trained teachers on the MUSD base core curriculum and supplemental programs designed to provide academic differentiation and intervention.

#### English Language Arts Indicator - Student Group Five-by-Five Placement

[View District Placement](#)

Reporting Year:  Select a Report:

[View Detailed Data](#)

| LEVEL   | DECLINED SIGNIFICANTLY<br><i>from Prior Year (by more than 15.1 points)</i> | DECLINED<br><i>from Prior Year (by 3.0 to 15.0 points)</i>  | MAINTAINED<br><i>from Prior Year (declined or increased by less than 2.9 points or fewer)</i> | INCREASED<br><i>from Prior Year (by 3.0 to 14.9 points)</i> | INCREASED SIGNIFICANTLY<br><i>from Prior Year (by 15.0 points or more)</i> |
|---|---|---|---|---|--|
| <b>VERY HIGH (HIGHEST STATUS)</b><br><i>+45.0 points or more Current Year</i>   | Green<br>(None)   | Green<br>(None)   | Blue<br>(None)  | Blue<br>(None)  | Blue<br>(None)   |
| <b>HIGH</b><br><i>+10.0 to +44.9 points in Current Year</i>                     | Green<br>(None)   | Green<br>(None)   | Green<br>(None)   | Green<br>(None)   | Blue<br>(None)   |
| <b>MEDIUM</b><br><i>-5.0 to +9.9 points in Current Year</i>                     | Yellow<br>(None)  | Yellow<br>▪ Asian   | Yellow<br>(None)  | Green<br>(None)   | Green<br>(None)  |
| <b>LOW</b><br><i>-5.1 to -70.0 points in Current Year</i>                       | Orange<br>(None)  | Orange<br>▪ All Students (School Placement)<br>▪ English Learners<br>▪ Socioeconomically Disadvantaged<br>▪ White | Orange<br>▪ Hispanic  | Yellow<br>(None)  | Yellow<br>(None)   |
| <b>VERY LOW (LOWEST STATUS)</b><br><i>-70.1 points or lower in Current Year</i> | Red<br>(None)   | Red<br>▪ Students with Disabilities   | Red<br>(None)   | Orange<br>(None)  | Orange<br>(None)   |

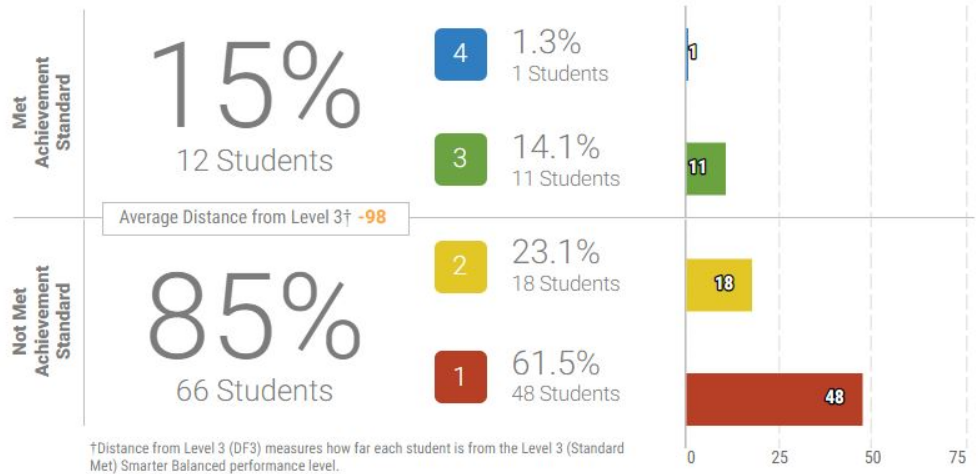
Reporting Year: 2023 Select a Report: 5x5 Mathematics Placement Report (Grades 3-8 and 11)

[View Detailed Data](#)

| LEVEL   | DECLINED SIGNIFICANTLY<br><i>from Prior Year (by 15.1 points or more)</i> | DECLINED<br><i>from Prior Year (by 3.0 to 15.0 points)</i>                   | MAINTAINED<br><i>from Prior Year (declined increased by 2.9 points or fewer)</i> | INCREASED<br><i>from Prior Year (by 3.0 to 14.9 points)</i> | INCREASED SIGNIFICANTLY<br><i>from Prior Year (by 15.0 points or more)</i> |
|---|---|--|--|---|--|
| <b>VERY HIGH (HIGHEST STATUS)</b><br>+35.0 points or more in Current Year | Green<br>(None)   | Green<br>(None)  | Blue<br>(None)   | Blue<br>(None)  | Blue<br>(None)   |
| <b>HIGH</b><br>0.0 to +34.9 points in Current Year                        | Green<br>(None)   | Green<br>(None)  | Green<br>(None)  | Green<br>(None)   | Blue<br>(None)   |
| <b>MEDIUM</b><br>-0.1 to -25.0 points in Current Year                     | Yellow<br>(None)  | Yellow<br>▪ Asian  | Yellow<br>(None)   | Green<br>(None)   | Green<br>(None)  |
| <b>LOW</b><br>-25.1 to -95.0 points in Current Year                       | Orange<br>(None)  | Orange<br>▪ English Learners<br>▪ Socioeconomically Disadvantaged<br>▪ White | Orange<br>▪ All Students (School Placement)                                      | Yellow<br>▪ Hispanic  | Yellow<br>(None)   |
| <b>VERY LOW (LOWEST STATUS)</b><br>-95.1 points or fewer in Current Year  | Red<br>(None)   | Red<br>▪ Students with Disabilities  | Red<br>(None)  | Orange<br>(None)  | Orange<br>(None)   |

**2022-23 Smarter Balanced**  
CAASPP File Edition: Performance Summary  
**ELA (Summative): All Grades**  
Site: **Walter Woodward Elementary**  
Gender: **Female & Male**  
Grades: **All**  
English Proficiencies: **English Learner**  
Reported Race: **All**  
Special Education: **SPED & Not SPED**  
Socio-Economic: **SED & Not SED**

Overall Performance: 78 students



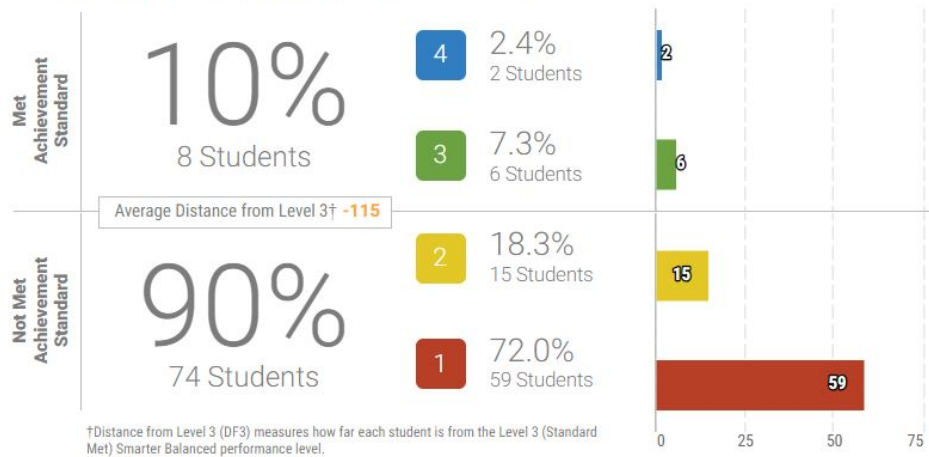
# 2022-23 Smarter Balanced

CAASPP File Edition: Performance Summary

## Math (Summative): All Grades

Site: **Walter Woodward Elementary**  
 Gender: **Female & Male**  
 Grades: **All**  
 English Proficiencies: **English Learner**  
 Reported Race: **All**  
 Special Education: **SPED & Not SPED**  
 Socio-Economic: **SED & Not SED**

### Overall Performance: 82 students



### Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable for all schools with identified ATSI groups.

CAASPP data from the 22-23 school year indicates that our school is in the orange for ELA. We are 21.6 points below standard, and we declined by 4.2 points from 21-22 school year. CAASPP data from the 22-23 school year indicates that our school is in the orange for Math. We are 47.5 points below standard, and we declined by 0.6 points from 21-22 school year. Our students with disabilities are in the red band on CAASPP, showing a decline from the previous year and have the lowest status. In addition, our CAASPP Data from 2022-2023 shows that 15% of English Learners at Woodward are at or above grade level in ELA and 10% are at or above grade level in math.

### Comprehensive Needs Assessment

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our students with disabilities are in the red band on CAASPP, show a decline from the previous year and have the lowest status. Through professional development opportunities and grade level collaboration our Special Education teachers work to identify essential standards and materials needed to support student learning. Additional Instructional curriculum is identified and used to support student learning such as: Spire, Just Words, Foundations, Edmentum, etc. During Universal Access Time staff works with students to reinforce essential standards skills. During this dedicated time staff works to reinforce skills on already introduced topics to help students meet grade level standard.

In order to support our English learners, we have designated ELD time and integrated ELD throughout the day. Teachers have attended training onsite to support multilingual learners including how to support student learning through collaborative conversations. In addition, the district is currently providing Be Glad training for all teachers who want to attend.

| English Learner (EL) Enrollment               |                    |       |       |                     |       |       |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group                                 | Number of Students |       |       | Percent of Students |       |       |
|   | 20-21              | 21-22 | 22-23 | 20-21               | 21-22 | 22-23 |
| English Learners                              | 97                 | 148   | 143   | 11.4%               | 16.3% | 15.3% |
| Fluent English Proficient (FEP)               | 90                 | 111   | 125   | 10.6%               | 12.3% | 13.4% |
| Reclassified Fluent English Proficient (RFEP) | 11                 | 18    | 18    | 11.3%               | 20%   | 17%   |

## NWEA Assessment Summary

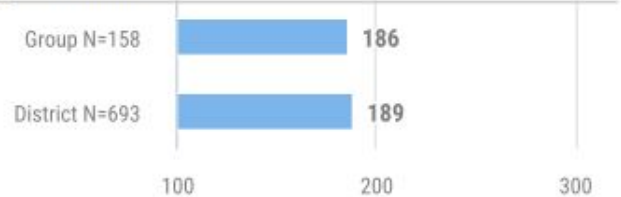
Site: Walter Woodward Elementary  
 Scores for: Winter 2023-2024  
 Grade: All  
 Group: All  
 User: All Teachers  
 Tests Included: All

Roster Date: Control Panel (01-25-2024)  
 Gender(s): All  
 Reported Race: All Reported Races  
 Special Education: Special Ed  
 Socio-Economic: SED & Not SED  
 English Proficiencies: All

## Overall Performance: Percentile & RIT Scores

| Percentile Range           | Percentage | Students   |
|----------------------------|------------|------------|
| 81 - 99                    | 4%         | 6          |
| 61 - 80                    | 9%         | 15         |
| 41 - 60                    | 16%        | 25         |
| 21 - 40                    | 20%        | 31         |
| 1 - 20                     | 51%        | 81         |
| <b>Total Student Tests</b> |            | <b>158</b> |

### Average RIT Score



### Lexile Distribution

| Grade Level Ranges |           | %   | #  |
|--------------------|-----------|-----|----|
| K-1                | N/A       | 44% | 69 |
| 2-3                | 450-769   | 28% | 45 |
| 4-5                | 770-954   | 10% | 16 |
| 6-8                | 955-1079  | 9%  | 14 |
| 9-10               | 1080-1214 | 4%  | 6  |
| 11-CCR             | 1215-1355 | 5%  | 8  |

Lexile ranges derived from:  
[http://www.corestandards.org/assets/Appendix\\_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf)

### Data Analysis

13% of Special education students are meeting or exceeding grade level standards in Reading based on Winter MAP Data. 71% of special education students are far below grade level standard. Currently 36 RSP students are in the red band.

### Student Need 1:

MAP Reading data shows that 87% of our special education students are below the national average. This indicates that we need to strengthen our tier 1 and tier 2 supports,

### SMART Goal 1

MAP reading scores for students with disabilities who are in RSP (Resource) will decrease by 15% in the red and orange band by June of 2027.

### Implementation Plan

| Action  | Metric/Indicator   | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Resources               |
|---|--|--|----------------|----------------|----------------|-------------------------|
| Intervention Support: RSP students in the red and orange band will be identified and interventions will be offered to fill in gaps of essential skills needed to meet the grade level standard. | Teacher created Pre- & Post tests will be used to measure student growth on concepts reviewed.   | TBD: Teacher created tests determine student's baseline for tutorial.                          |                |                |                | Time<br>People<br>Money |
| Learning Targets and/or "I can" statements will be utilized in all classrooms to help students identify what is required for lesson mastery.  | Admin/ILT - Learning Walks Monthly<br>Number of classrooms where "I can" statements are visible.<br><br>Percentage of students able to articulate what is required for lesson mastery. | 30/41 rooms have "I can" statements visible in the classroom.<br><br>TBD: Learning walks 24-25 |                |                |                | Time<br>People          |
| SPED teachers will utilize the Wonderworks curriculum and teaching strategies to support student literacy.  | Wonderworks teacher survey: Teachers will report how consistently they are using Wonderworks with their students.  | Fall Teacher Survey<br>Number of teachers using Wonderworks curriculum consistently.           |                |                |                | Time<br>People<br>Money |
| Sentence Stems/frames will be utilized in all SPED classrooms to support students' collaborative conversations in the classroom.  | Admin/ILT - Learning Walks Monthly<br>Number of classrooms where sentence frame supports are visible.<br><br>Percentage of students who state they have access to                      | 3/7 SPED classrooms are using sentence frames.<br><br>TBD: Learning walks 24-25                |                |                |                | Time<br>People          |

|  |   |  |  |  |  |  |
|--|---|--|--|--|--|--|
|  | sentence frames during collaborative conversations. |  |  |  |  |  |
|--|---|--|--|--|--|--|

**Progress Monitoring**

**Data**

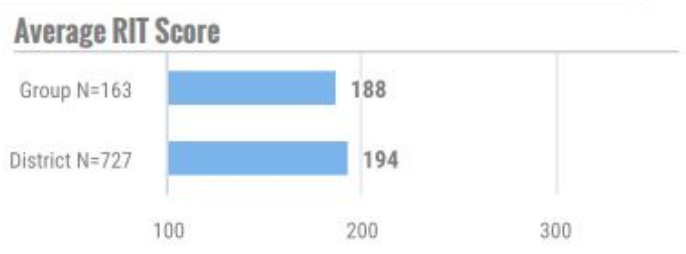
### NWEA Assessment Summary

Site: **Walter Woodward Elementary**  
 Scores for: **Winter 2023-2024**  
 Grade: **All**  
 Group: **All**  
 User: **All Teachers**  
 Tests Included: **All**

Roster Date: **Control Panel (01-25-2024)**  
 Gender(s): **All**  
 Reported Race: **All Reported Races**  
 Special Education: **Special Ed**  
 Socio-Economic: **SED & Not SED**  
 English Proficiencies: **All**

**Overall Performance: Percentile & RIT Scores**

| Percentile Range           | Percentage | Students   |
|----------------------------|------------|------------|
| 81 - 99                    | 4%         | 7          |
| 61 - 80                    | 12%        | 20         |
| 41 - 60                    | 9%         | 14         |
| 21 - 40                    | 18%        | 29         |
| 1 - 20                     | 57%        | 93         |
| <b>Total Student Tests</b> |            | <b>163</b> |



**Data Analysis**

16% of Special education students are meeting or exceeding grade level standards in Math based on Winter MAP Data. 57% of special education students are far below grade level standard. Currently 36 RSP students are in the red band.

**Student Need 2:**

MAP Math data shows that 86% of our special education students are below the national average. This indicates that we need to strengthen our tier 1 and tier 2 supports,

**SMART Goal 1**



MAP math scores for students with disabilities who are in RSP (Resource) will decrease by 15% in the red and orange band by June of 2027.

### Implementation Plan

| Action  | Metric/Indicator  | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Resources               |
|---|---|--|----------------|----------------|----------------|-------------------------|
| Learning Targets and/or "I can" statements will be utilized in all classrooms to help students identify what is required for lesson mastery.  | Admin/ILT - Learning Walks Monthly<br>Number of classrooms where "I can" statements are visible.<br><br>Percentage of students able to articulate what is required for lesson mastery.                                | 30/41 rooms have "I can" statements visible in the classroom.<br><br>TBD: Learning walks 24-25 |                |                |                | Time<br>People          |
| Grade level teams will meet monthly to work collaboratively by using the guiding questions to inform instruction by reviewing data, identifying student needs, and adjusting instructional practices as needed. | PLC Agenda/ minutes review<br>Percentage of agendas/minutes showing strong evidence of grade level teams using the guiding questions by reviewing data and identifying student needs.                                 | Strong evidence 0%<br>Some evidence 80%<br>No evidence 20%                                     |                |                |                | Time<br>People          |
| Sentence Stems/frames will be utilized in all SPED classrooms to support students' collaborative conversations in the classroom.  | Admin/ILT - Learning Walks Monthly<br>Number of classrooms where sentence frame supports are visible.<br><br>Percentage of students who state they have access to sentence frames during collaborative conversations. | 3/7 SPED classrooms are using sentence frames.<br><br>TBD: Learning walks 24-25                |                |                |                | Time<br>Money<br>People |
| Intervention Support: RSP students in the red and orange band will be identified and interventions will be offered to fill in gaps of essential skills  | Teacher created Pre- & Post tests will be used to measure student growth on concepts.   | TBD: Teacher created tests determine student's baseline for tutorial.                          |                |                |                | Time<br>People          |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| needed to meet the grade level standard. |  |  |  |  |  |  |
|--|--|--|--|--|--|--|

### Progress Monitoring

#### Data

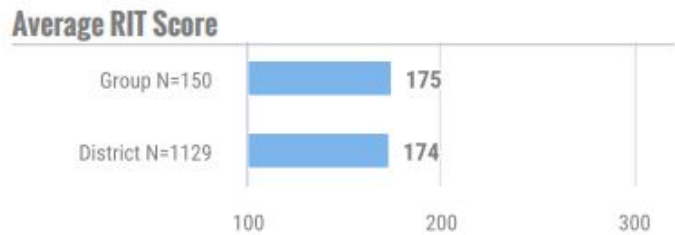
### NWEA Assessment Summary

Site: **Walter Woodward Elementary**  
 Scores for: **Winter 2023-2024**  
 Grade: **All**  
 Group: **All**  
 User: **All Teachers**  
 Tests Included: **All**

Roster Date: **Control Panel (01-25-2024)**  
 Gender(s): **All**  
 Reported Race: **All Reported Races**  
 Special Education: **Special & Non Special Ed**  
 Socio-Economic: **SED & Not SED**  
 English Proficiencies: **English Learner**

### Overall Performance: Percentile & RIT Scores

| Percentile Range           | Percentage | Students   |
|----------------------------|------------|------------|
| 81 - 99                    | 3%         | 5          |
| 61 - 80                    | 3%         | 5          |
| 41 - 60                    | 13%        | 20         |
| 21 - 40                    | 37%        | 56         |
| 1 - 20                     | 43%        | 64         |
| <b>Total Student Tests</b> |            | <b>150</b> |



| Grade Level Ranges |           | %   | #  |
|--------------------|-----------|-----|----|
| K-1                | N/A       | 65% | 97 |
| 2-3                | 450-769   | 17% | 26 |
| 4-5                | 770-954   | 13% | 20 |
| 6-8                | 955-1079  | 3%  | 4  |
| 9-10               | 1080-1214 | 1%  | 2  |
| 11-CCR             | 1215-1355 | 1%  | 1  |

Lexile ranges derived from:  
[http://www.corestandards.org/assets/Appendix\\_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf)

#### Data Analysis

6% of English Learners are meeting or exceeding grade level standards in Reading based on Winter MAP Data. 43% of English Learners are far below grade level standard. Currently 64 English Learner students are in the red band.

#### Student Need 3:

English Learners need to have access to learning tools (sentence frames, visuals, vocab card, etc.) as well as practice thinking strategies through collaborative conversations to develop their listening, speaking, reading, and writing skills in English.

#### SMART Goal 1

English Learners in the red band will decrease by 15% by June of 2027.

### Implementation Plan

| Action   | Metric/Indicator  | Baseline   | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Resources      |
|--|---|--|----------------|----------------|----------------|----------------|
| Designated ELD will be 30 minutes a day to focus on Reading, Writing, Listening, and Speaking skills with English Learners.                  | Interim ELPAC to help progress monitor English Language proficiency (three times per year).   | TBD- Fall Scores to be used.   |                |                |                | Time<br>People |
| ELD best practices will be used daily in the classroom to support English Language Development.  | Reclassification Rates will be used to identify English Learners that have shown mastery of English in reading, writing, listening, and speaking.   | 16 students as of April 2023   |                |                |                | Time<br>People |
| English Learners will have access to complex text to gain academic vocabulary.   | Teacher created pre-/post test on academic vocabulary to identify student mastery of vocabulary.  | TBD - Fall CFAs to be used.  |                |                |                | Time<br>People |
| Learning Targets and/or "I can" statements will be utilized in all classrooms to help students identify what is required for lesson mastery. | Admin/ILT - Learning Walks Monthly<br>Number of classrooms where "I can" statements are visible.<br><br>Percentage of students able to articulate what is required for lesson mastery.                                | 30/41 rooms have "I can" statements visible in the classroom.<br><br>TBD: Learning walks 24-25   |                |                |                | Time<br>People |
| Sentence Stems/frames will be utilized in all classrooms to support students' collaborative conversations in the classroom.                  | Admin/ILT - Learning Walks Monthly<br>Number of classrooms where sentence frame supports are visible.<br><br>Percentage of students who state they have access to sentence frames during collaborative conversations. | 20/41 rooms had sentence frames visible for students to access.<br><br>TBD: Learning walks 24-25 |                |                |                | Time<br>People |

### Progress Monitoring



## Budget Summary

### Supplemental Programs/Services

Template Assignment for Common Items.pdf

| LCAP A/S | Target | Student Need/Smart Goal | Description of Program Service: Identify Target, SMART Goal/Student Need | Funding Source | Object (Type of Expenditure) | Year of Cycle | Cost Estimate | Department/Program Administrator Additional Notes & Links to support documents |
|----------|--------|-------------------------|--|----------------|------------------------------|---------------|---------------|--|
| 1.2      | GLS    | GLS - Student Need 2    | PEBC Training - Grade Level Standards Student Need 2                     | 3010           | Certificated Sub-time        | Year 1        | \$ 3,000.00   | Cover Sub costs for math training  |
| 1.1      | GLS    | GLS - Student Need 1    | Fundation Replacement Items - Grade Level Standards Student Need 1       | 3010           | Materials & Supplies         | Year 1        | \$ 17,887.00  | replacemnt durables for k/1 & 2/3. Geode replacement set                       |
| 2.3      | Safety | Safety - Student Need 1 | Outreach Assistant   | 3010           |                              |               | \$ 13,758.00  |  |
|          |        |                         |  |                |                              |               | \$ 34,645.00  |  |

\$ 34,645.00 Allocation (29)

| LCAP | Target     | Student Need/Smart Goal | Description of Program Service: Identify Target, SMART Goal/Student Need                                | Funding Source | Object (Type of Expenditure) | Year of Cycle | Cost Estimate | Department/Program Administrator Additional Notes & Links to support documents   |
|------|------------|-------------------------|---|----------------|------------------------------|---------------|---------------|--|
| 1.8  | GLS        | Student Need 1 & 2      | Timesheeting for Staff Devlopment/ ILT - after contract time - Grade Level Standards Student Need 1 & 2 | 0709           | Certificated Extra-time      | Year 1        | \$ 750.00     | After contract timesheeting for ILT Time   |
| 2.2  | Safety     | Student Need 2          | Time Sheeting of PBIS Training - Safety Student Need 2  | 0709           | Certificated Extra-time      | Year 1        | \$ 1,000.00   | PBIS After hours/ analyzing & planning   |
| 2.3  | Safety     | Student Need 1 & 2      | Parent Engagement - Safety Student Need 1 & 2   | 0709           | Certificated Extra-time      | Year 1        | \$ 250.00     | Parent Engagement Staff Support Activities   |
| 2.2  | Safety     | Student Need 2          | PBIS Training/ Conferences - Safety Student Need 2  | 0709           | Certificated Sub-time        | Year 1        | \$ 4,500.00   | Cover Sub costs for Tier 1 & 2 Training  |
| 1.8  | GLS        |                         | Subs for Staff Training (Base Curriculum & Math Thinking Strategies)                                    | 0709           | Certificated Sub-time        |               | \$ 21,000.00  | 2 grade level/ILT pullout days for each teacher  |
| 2.2  | Safety     | Student Need 2          | Time Sheeting of PBIS Training - Safety Student Need 2  | 0709           | Classified Extra-time        | Year 1        | \$ 500.00     | PBIS after hours/ analyzing & planning   |
| 2.3  | Safety     | Student Need 1 & 2      | Parent Engagement - Safety Student Need 1 & 2   | 0709           | Classified Extra-time        | Year 1        | \$ 250.00     | Parent Engagement Staff Support Activities   |
| 3.4  | Safety     | Student Need 2          | TSSP - Safety Student Need 2  | 0709           | Classified Extra-time        | Year 1        | \$ 1,000.00   | TSSP services  |
| 3.1  |            |                         | Translation - Testing/ IEP/SST/ 50  | 0709           | Classified Extra-time        |               | \$ 1,000.00   | Translation for ELPAC testing/IEPs/504s/SST  |
| 2.2  | Safety     | Student Need 2          | PBIS Training / Conferences - Safety Student Need 2   | 0709           | Classified Sub-time          | Year 1        | \$ 270.00     | Cover SSA sub costs for tier 1 & 2 training  |
| 2.3  | Safety     | Student Need 1 & 2      | Parent Engagement - Safety Student Need 1 & 2   | 0709           | Materials & Supplies         | Year 1        | \$ 250.00     | Parent Engagement Staff Support Activities   |
| 2.3  | GLS/Safety | Student Need 1 & 2      | Postage- Safety Need 1 & 2  | 0709           | Materials & Supplies         | Year 1        | \$ 75.00      | Sending communication as needed  |
| 2.4  | Safety     | Student Need 2          | PBIS Incentives - Safety Student Need 2   | 0709           | Materials & Supplies         | Year 1        | \$ 1,000.00   | Incentive/Prizes   |
| 2.4  |            |                         | Regal Signs - Blanket   | 0709           | Materials & Supplies         |               | \$ 500.00     | Admin recognized student awards.   |
| 1.4  |            | Student Need 1 & 2      | Artist in Residency - VAPA standards- Safety Student Need 1 & 2   | 0709           | Services                     | Year 1        | \$ 9,000.00   | Student enrichment - The program improves art education and encourages creativity and self-expression.   |
| 2.2  | Safety     | Student Need 1 & 2      | Science Camp Cost Supplement - Safety Student Need 1 & 2  | 0709           | Services                     | Year 1        | \$ 8,000.00   | Reduce cost of travel for 5th grade sudents who are foster/ homeless/ SES.   |
| 2.2  | Safety     | Student Need 1 & 2      | Elevate Coaching - Safety Student Need 1 & 2  | 0709           | Services                     | Year 1        | \$ 8,000.00   | To work with students in 3-5 grade that are identified as tier 2 students who are not connecting in school based on attendance/behavior/grades |
| 2.4  | Safety     | Student Need 2          | PBIS Incentives - Safety Student Need 2   | 0709           | Services                     | Year 1        | \$ 1,000.00   | Printing services  |
|      | Safety     | Student Need 1 & 2      | Valley Community Counseling - Safety Student Need 1 & 2   | 0709           | Services                     | Year 1        |               | Continue with VCC for group and individual counseling sessions. Maintain 2 full-time ratio.  |
|      |            |                         | Electives?  |                |                              |               |               |  |
|      |            |                         |   |                |                              |               | \$58,345.00   |  |

\$ 78,500 Allocation 59% UPP

### Supplemental Programs/Services

Template Assignment for Common Items.pdf

| LCAP A/S | Target | Student Need/Smart Goal | Description of Program Service: Identify Target, SMART Goal/Student Need | Funding Source    | Object (Type of Expenditure) | Year of Cycle | Cost Estimate | Department/Program Administrator Additional Notes & Links to support documents |
|----------|--------|-------------------------|--|-------------------|------------------------------|---------------|---------------|--|
|          | GLS    | 1 & 2                   | Teacher Station Bundles  | District provided | Materials & Supplies         |               | \$ 1,520.00   | Replacement for 2 - Cost per district provided Dell Quote                      |
|          | GLS    | 1 & 2                   | Tech repair & supplies   | District provided | Repairs/Improvements         |               | \$ 1,000.00   | Replace technology parts as needed   |
|          |        |                         |  |                   |                              |               | \$ 2,520.00   |  |

## Educational Partner Input

How, when, and with whom did the school consult as part of the planning process for this Strategic Plan/Annual Review and Update?

### Involvement Process for the Strategic Plan and Annual Review and Update

Each school site council meeting the council was progress monitoring on previous years goals were reviewed the community was invited to join these meetings as well. There were monthly focus on one of the targets (Safety, Standards, Emerging Students). In February SSC focused on using overall data to discuss current site goals, student outcomes, potential barriers, identifying what is in our control, and possible action steps & service needs to support student learning.

ELAC meetings focused on supporting multilingual learners at Walter Woodward. Activities parents would like to see at the school, needs assessments were completed. February ELAC focused on using overall data to discuss current site goals, student outcomes, potential barriers, identifying what is in our control, and possible action steps & service needs to support student learning.

Our PBIS team met monthly to discuss student data (whole school - tier 1 & COST - tier 2) to identify supports schoolwide and trends. Student lessons were developed based on trends. Playground expectations for organized games were clarified and explicitly taught to students by SSAs or a member of the PBIS team. The team created a PBIS newsletter that goes out each trimester to inform parents of the monthly focus, current activities, and ways to discuss expectations at home, as well as digital citizenship, digital safety, and SEL supports for families. In addition, the PBIS team created a monthly staff newsletter to support in the classroom and playground.

Woodward's ILT team consisted of admin, psychologist, and lead teachers. The focus of this group was to look at academic data and develop supports for teachers as well as work as a PLC to identify patterns trends and how to support student learning.

LCAP Review meeting (2/7/24) classified and certificated staff met to discuss current site goals, student outcomes, potential barriers, identifying what is in our control, and possible action steps & service needs to support student learning.

Student Leadership meeting (2/14/24) Admin met with student leadership. Students presented survey results from a survey they designed and completed with 5th-8th grade students. Their presentation reviewed results of their findings, they discussed potential reasons for results and next steps to improve campus culture and climate. In the 24-25 school year admin will meet monthly with student leadership to discuss current concerns and solutions.

### Date

Educational Partners Input Meetings were held on the following dates:

SSC: 9/25/23, 10/30/23, 12/4/23, 1/8/24, 2/5/24, 4/29/24

ELAC: 9/11/23, 11/13/23, 2/5/24, 4/29/24

PBIS: 8/15/23, 9/5/23, 10/3/23, 11/7/23, 12/7/23, 1/16/24, 2/6/24, 3/5/24, 4/16/24

ILT: 9/7/23, 9/19/23, 10/31/23, 11/21/23, 1/9/24, 2/20/24, 4/9/24, 5/9/24

Staff: 2/7/24

Students: 2/14/24

### Groups

SSC, ELAC, Students, Parents, Staff (Certificated & Classified), ILT, PBIS

### **Outcome**

Goals were created in the 3 target areas based on data and action plans from each of the educational partner groups input.

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: 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. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

| Name of Members    | Role                       |
|--------------------|----------------------------|
| Lauren Correia     | Parent or Community Member |
| Lauren Riley-Blote | Parent or Community Member |
| Jennie Hokanson    | Parent or Community Member |
| Nidia Ambriz       | Parent or Community Member |
| Jamsin Campos      | Parent or Community Member |
| Maureen Justis     | Other School Staff         |
| Steve Shaw         | Classroom Teacher          |
| Rebecca Benko      | Classroom Teacher          |
| Stephanie Curis    | Classroom Teacher          |
| Heather Thomson    | Principal                  |

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



## Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Strategic Plan requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this Strategic Plan and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This Strategic Plan is based on 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.

This Strategic Plan was adopted by the SSC at a public meeting on April 29, 2024.

Attested:



Principal, Heather Thomson on 5/2/24



SSC Chairperson, Jennie Hokanson on 5/2/24