

Woodward El Sch

Schoolwide Title 1 School Plan | 2023 - 2024

Profile and Plan Essentials

School		AUN/Branch
Woodward Elementary School		110183602/1588
Address 1		
Woodward Elementary School		
Address 2		
35 King Street		
City	State	Zip Code
Lock Haven	Pennsylvania	17745
Chief School Administrator		Chief School Administrator Email
Dr. Jacquelyn Martin		jmartin@kcsd.k12.pa.us
Principal Name		
Ralonda Murty		
Principal Email		
rmurty@kcsd.k12.pa.us		
Principal Phone Number		Principal Extension
5708934900		3102
School Improvement Facilitator Name		School Improvement Facilitator Email
Megan Hull		mhull@kcsd.k12.pa.us

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Ralonda Murty	Principal	Woodward Elementary	rmurty@kcsd.k12.pa.us
Terry Markle	Education Specialist	Woodward Elementary	tmarkle@kcsd.k12.pa.us
Angie Waltz	Education Specialist	Woodward Elementary	awaltz@kcsd.k12.pa.us
Courtney Yourchak	Teacher	Woodward Elementary	cyourchak@kcsd.k12.pa.us
Carol Long	Teacher	Woodward Elementary	clong@kcsd.k12.pa.us
Lori Lohman	Community Member	YMCA Childcare	llohman69@yahoo.com
Barb Svederus	Parent	Woodward Elementary Parent	barbarasvederus@gmail.com
Amy Heverly	Education Specialist	Woodward Elementary Academic Coach	aheverly@kcsd.k12.pa.us
Megan Hull	District Level Leaders	KCSD Director of Curriculum	mhull@kcsd.k12.pa.us
Dr. Jacquelyn Martin	Chief School Administrator	KCSD Superintendent	martin@kcsd.k12.pa.us
Jessica Neff	Paraprofessional	Woodward Title I Associate	jneff@kcsd.k12.pa.us
Tracy Smith	Board Member	School Board President	tsmith@kcsd.k12.pa.us
Carolyn Hawk	Community Member	STEP/HeadStart	chawk@stepcorp.com

Vision for Learning

Vision for Learning

Preparing citizens for the challenges and opportunities of the future. We are committed to developing lifelong learners who are adaptable, resilient, productive, and of high moral character. We believe that each child deserves: 1. Equitable Access to Rigorous Curriculum and Effective Instruction; 2. To Become Critical Thinking and Solution-Focused Learners; 3. A Safe, Healthy, and Inclusive Culture; 4. High Expectations and Support for All; 5. Engaged and Empowered Community and Families; 6. Policies and Procedures that Promote Learning and Leadership; 7. High Expectations/High Support; Customer Service. Our Woodward commitment to change as of April 1, 2022, "We commit to being intentional with our planning by bringing in interests, promoting curiosity, and being intentional with our interactions with students in order for our students to be self-driven, problem solvers." We set a goal to present at a state conference by 2024. We met that goal by presenting at the Federal Programs Improving School Performance Conference in Pittsburgh in February of 2023. Additionally, we had the West Branch Elementary School team visit our elementary building in April 2023 to see how we were making our progress in English Language Arts. We are living our vision.

Future Ready PA Index

Select the grade levels served by your school. Select all that apply.

True K	True 1	True 2	True 3	True 4	False 5	False 6
False 7	False 8	False 9	False 10	False 11	False 12	

Review of the School Level Performance

Strengths

Indicator	Comments/Notable Observations
*Percent Proficient or Advanced in ELA/Literature 2022	*All 4 intermediate level classes performed between 54-72% in ELA in grades 3 (54%; 56%) and 4 (55.5%; 72%) in Spring 2022. All measurable student groups are increasing toward the goal.
*Percent Proficient or Advanced in Science/Biology 2022	*All student and White group are performing at 82.4% or more students proficient and advanced in PSSA Science for 2022, which is above the state average of 54.4% and just short of the state goal of 83%.
*Percent Proficient or Advanced in Mathematics 2022	*The Economically Disadvantaged subgroup improved 9.6% points from 2021 to 2022 scores while the White subgroup improved 7.1% points toward the goal.
*Percent Persistent Attendance reported in 2022	*Percent Persistent Attendance is a continual growth factor across all measured student groups (All students; White; Economically Disadvantaged; Students with Disabilities)

Challenges

Indicator	Comments/Notable Observations
*Percent Proficient or Advanced in ELA/Literature 2022	*ELA All student group, White and Economically Disadvantage group did NOT meet interim goal/improvement target: 60.5% All Student Group; 60.0% White Group; 43.2% Economically Disadvantaged Group compared to 81.1 State Goal; ELA All student group, White and Economically Disadvantaged groups are not meeting the state goal for percent proficient/advanced, but all are increasing toward the goal.
*Percent Proficient or Advanced in Mathematics 2022	*All subgroups are at least 19.4% below the state targeted goal of 71.8%, but all are increasing toward the goal.
*Percent Proficient or Advanced in Science/Biology 2022	*Although the groups are very close to the statewide goal, they have dropped almost 10% points from previous years, so lack of growth standard in science is noted.
*Percent Persistent	*Students with disabilities subgroup is at 80% persistent attendance when compared to other student groups which

Attendance reported in 2022	are higher. Our students with disabilities have special needs and tend to have severe illnesses or reactions to illnesses. They have been out long periods of time with doctor's excuses.
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Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator *Percent Proficient or Advanced in Science/Biology 2022 ESSA Student Subgroups White, Economically Disadvantaged	Comments/Notable Observations *37.5% of Economically Disadvantaged students scored Advanced on science PSSA (https://www.education.pa.gov/DataAndReporting/Assessments/Pages/PSSA-Results.aspx); White is meeting the growth expectations (Percent Proficient or Advanced in Science/Biology 2022)
Indicator *Percent Proficient or Advanced in Mathematics 2022 ESSA Student Subgroups	Comments/Notable Observations *Grade 3 Economically Disadvantaged subgroup performed at 54.5% Proficient/Advanced in mathematics on 2022 PSSA compared to the all student 3rd grade group performing at 55.3% Proficient/Advanced.

Challenges

Indicator *ELA Economically Disadvantaged Group 43.2% Proficient/Advanced ESSA Student Subgroups Economically Disadvantaged	Comments/Notable Observations White group 60% for 2021-2022 PSSA ELA assessment data results
Indicator *Percent Advanced in Mathematics 2022 ESSA Student Subgroups	Comments/Notable Observations *As a school, the White and economically disadvantaged groups had far fewer percentages of students perform at the advanced level (9.8%; 10.0%; 2.6% respectively) than the state average of 14.6%.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

*All 4 intermediate level classes performed between 54-72% in ELA in grades 3 (54%; 56%) and 4 (55.5%; 72%) in Spring 2022. All measurable student groups are increasing toward the goal.

*Grade 3 Economically Disadvantaged subgroup performed at 54.5% Proficient/Advanced in mathematics on 2022 PSSA compared to the all student 3rd grade group performing at 55.3% Proficient/Advanced.

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

*ELA All student group, White and Economically Disadvantage group did NOT meet interim goal/improvement target: 60.5% All Student Group; 60.0% White Group; 43.2% Economically Disadvantaged Group compared to 81.1 State Goal; ELA All student group, White and Economically Disadvantaged groups are not meeting the state goal for percent proficient/advanced, but all are increasing toward the goal.

*As a school, the All Student Group, White, and economically disadvantaged groups had far fewer percentages of students perform at the advanced level (9.8%; 10.0%; 2.6% respectively) than the state average of 14.6%.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
AimsWeb ELA	Fall to Spring 2022-2023 Rate of Improvement Reports for ELA grades K-2
MAP Data ELA	Fall to Spring Achievement Status and Growth Summary Report for ELA for grades 3-4
AimsWeb Math	Fall to Spring 2022-2023 Rate of Improvement Reports for Math grades K-2
MAP Data Math	Fall to Spring Achievement Status and Growth Summary Report for Math for grades 3-4

English Language Arts Summary

Strengths

First Grade Aimsweb Plus ELA scores show that Fall to Spring 2022-2023 scores are at approximately 69.2% of students meeting the goal of ROI of 50 or above. Our year end goal is 60% of students at ROI of 50 or above. We are above our goal of at least 60% of students meeting the ROI of improvement goal, but we need more students to make larger gains.

Kindergarten Aimsweb Plus ELA scores show that Fall to Spring 2022-2023 scores are at approximately 73% of students meeting the goal of ROI of 50 or above. Our year end goal is 60% of students at ROI of 50 or above. We met the goal.

Challenges

One 3rd grade classroom had a little over 62% of students meet or exceed projected growth in ELA.

4th grade observed growth in MAP Growth ELA did not exceed the grade-level norms projected growth in one class.

Second Grade Aimsweb Plus ELA scores show that Fall to Spring 2022-2023 scores are at approximately 48.4% of students meeting the goal of ROI of 50 or above in ELA. Our year end goal is 60% of students at ROI of 50 or above. We are below our goal, but we have improved over Fall 2022 scores.

Seven out of 16 total building-wide reading Tier 3 students are in 1st grade moving to 2nd for the 23-24 school year.

Mathematics

Data	Comments/Notable Observations
AimsWeb Math	Fall to Winter 2022 Rate of Improvement Reports for Math grades K-2
MAP Data Math	Fall to Winter Achievement Status and Growth Summary Report for Math for grades 3-4

Mathematics Summary

Strengths

2nd grade math had 83.9% of students obtain an ROI of 55 or higher from Fall to Spring 2022-2023.

Kindergarten math had 88.89% of students obtain an ROI of 55 or higher from Fall to Spring 2022-2023.

Challenges

4th grade observed growth in MAP Growth Math in one class was below 60% of students meeting projected growth expectations.

3rd grade observed growth in MAP Growth Math in one class was just above 60% of students meeting projected growth expectations.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
We do not have a data source for Science	We use released PSSA items to help our teachers prepare our 4th grade students for the assessment, but we do not have a science data source besides the PSSA.

Science, Technology, and Engineering Education Summary

Strengths

Our 4th grade scores are above the statewide average of 54.4% and almost reaching the 83% final goal. Our 2022 scores of 82.9% were well above the 70.8% interim state science goal.

Challenges

Our greatest challenge in the area of Science is that we do not have a data source to progress monitor science progress.

Related Academics

Career Readiness

Data	Comments/Notable Observations
100% of the students submitted their Career Readiness indicators.	Our plan is working for the Career Readiness Indicator indicator because we are able to maintain 100% of students submitting their Career Readiness Indicator.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
SWIS Referrals	Only 21 out of 195 students had referrals made to SWIS. Of those 21 students, 2 students had more than 20 each, and they were placed in outside placements. Of the remaining 19 students referred to SWIS, only 2 had more than 10 referrals.

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

100% of the students submitted their Career Readiness indicators.

Only 21 out of 195 students had referrals made to SWIS. Of those 21 students, 2 students had more than 20 each, and they were placed in outside placements. Of the remaining 19 students referred to SWIS, only 2 had more than 10 referrals.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Our challenge will be to maintain 100% of students completing career readiness benchmark indicators.

Our challenge in PBIS is to continue to reduce student behavior referrals for major and aggressive acts as recorded in the SWIS (or other behavior reporting application). Although we have relatively few students (less than 11%) to earn any behavioral documentation throughout the 22-23 school year, the students who have aggressive acts or who have more than 10 referrals greatly reduce the ability of the rest of the students to focus and grow academically.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
EdInsight/OnHand Schools shows 15 out of 195 students are listed as having an IEP of some kind at Woodward.	Of the 15 IEP students, 7 are also documented as Economically Disadvantaged.
Performance on NWEA MAPs mathematics 22-23 students with disabilities	Of the 15 IEP students, 7 students with an IEP were predicted with a 61% or higher likelihood to be proficient on PSSA by NWEA MAPs in mathematics.
Performance on NWEA MAPs ELA 22-23 students with disabilities	Of the 15 IEP students, 5 students with an IEP were predicted with a 61% or higher likelihood to be proficient on PSSA by NWEA MAPs in ELA.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
EdInsight/OnHand Schools shows 38 out of 195 students are listed as being economically disadvantaged at Woodward. in the assessment given for MAPs Mathematics.	Spring 2023 NWEA MAPs mathematics data indicates 20 out of 38 Economically Disadvantaged students were 61% or more likely to performed at Prof/Adv on Math PSSA in 2023.
EdInsight/OnHand Schools shows 36 out of 195 students are listed as being economically disadvantaged at	Spring 2023 NWEA MAPs mathematics data indicates 15 out of 38 Economically Disadvantaged students were 61% or more likely to performed at Prof/Adv on ELA PSSA

Woodward in the assessment given for MAPs ELA.	in 2023. This is a lower portion of our economically disadvantaged sub group that is predicted for math performance.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Over time the Economically Disadvantaged subgroup has trended up for performance in Math.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Over time the Economically Disadvantaged subgroup has trended down for performance in ELA.
Almost half of our IEP students are also Economically Disadvantaged.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Emerging
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Operational
Provide frequent, timely, and systematic feedback and support on instructional practices	Operational

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Operational
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

Foster a culture of high expectations for success for all students, educators, families, and community members

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

Align curricular materials and lesson plans to the PA Standards; Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *

We need to increase student growth in math and ELA through regular, purposeful PLCs and Data team meetings.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
*All 4 intermediate level classes performed between 54-72% in ELA in grades 3 (54%; 56%) and 4 (55.5%; 72%) in Spring 2022. All measurable student groups are increasing toward the goal.	True
*Grade 3 Economically Disadvantaged subgroup performed at 54.5% Proficient/Advanced in mathematics on 2022 PSSA compared to the all student 3rd grade group performing at 55.3% Proficient/Advanced.	False
First Grade Aimsweb Plus ELA scores show that Fall to Spring 2022-2023 scores are at approximately 69.2% of students meeting the goal of ROI of 50 or above. Our year end goal is 60% of students at ROI of 50 or above. We are above our goal of at least 60% of students meeting the ROI of improvement goal, but we need more students to make larger gains.	True
Kindergarten Aimsweb Plus ELA scores show that Fall to Spring 2022-2023 scores are at approximately 73% of students meeting the goal of ROI of 50 or above. Our year end goal is 60% of students at ROI of 50 or above. We met the goal.	True
Our 4th grade scores are above the statewide average of 54.4% and almost reaching the 83% final goal. Our 2022 scores of 82.9% were well above the 70.8% interim state science goal.	True
100% of the students submitted their Career Readiness indicators.	False
2nd grade math had 83.9% of students obtain an ROI of 55 or higher from Fall to Spring 2022-2023.	True
Kindergarten math had 88.89% of students obtain an ROI of 55 or higher from Fall to Spring 2022-2023.	True
Over time the Economically Disadvantaged subgroup has trended up for performance in Math.	False
Foster a culture of high expectations for success for all students, educators, families, and community members	True
Only 21 out of 195 students had referrals made to SWIS. Of those 21 students, 2 students had more than 20 each, and they were placed in outside placements. Of the remaining 19 students referred to SWIS, only 2 had more than 10 referrals.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
*ELA All student group, White and Economically Disadvantage group did NOT meet interim goal/improvement target: 60.5% All Student Group; 60.0% White Group; 43.2% Economically Disadvantaged Group compared to 81.1 State Goal; ELA All student group, White and Economically Disadvantaged groups are not meeting the state goal for percent proficient/advanced, but all are increasing toward the goal.	True
*As a school, the All Student Group, White, and economically disadvantaged groups had far fewer percentages of students perform at the advanced level (9.8%; 10.0%; 2.6% respectively) than the state average of 14.6%.	False
One 3rd grade classroom had a little over 62% of students meet or exceed projected growth in ELA.	False
4th grade observed growth in MAP Growth Math in one class was below 60% of students meeting projected growth expectations.	False
3rd grade observed growth in MAP Growth Math in one class was just above 60% of students meeting projected growth expectations.	True
4th grade observed growth in MAP Growth ELA did not exceed the grade-level norms projected growth in one class.	True
Our challenge will be to maintain 100% of students completing career readiness benchmark indicators.	False
Over time the Economically Disadvantaged subgroup has trended down for performance in ELA.	True
Second Grade Aimsweb Plus ELA scores show that Fall to Spring 2022-2023 scores are at approximately 48.4% of students meeting the goal of ROI of 50 or above in ELA. Our year end goal is 60% of students at ROI of 50 or above. We are below our goal, but we have improved over Fall 2022 scores.	True
Our greatest challenge in the area of Science is that we do not have a data source to progress monitor science progress.	False
Align curricular materials and lesson plans to the PA Standards; Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *	True
Seven out of 16 total building-wide reading Tier 3 students are in 1st grade moving to 2nd for the 23-24 school year.	True
Our challenge in PBIS is to continue to reduce student behavior referrals for major and aggressive acts as recorded in the SWIS (or other behavior reporting application). Although we have relatively few students (less than 11%) to earn any behavioral documentation throughout the 22-23 school year, the students who have aggressive acts or who have more than 10 referrals greatly reduce the ability of the rest of the students to focus and grow academically.	True
Almost half of our IEP students are also Economically Disadvantaged.	True
We need to increase student growth in math and ELA through regular, purposeful PLCs and Data team meetings.	True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

We are performing better in math than ELA as a school.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
*ELA All student group, White and Economically Disadvantage group did NOT meet interim goal/improvement target: 60.5% All Student Group; 60.0% White Group; 43.2% Economically Disadvantaged Group compared to 81.1 State Goal; ELA All student group, White and Economically Disadvantaged groups are not meeting the state goal for percent proficient/advanced, but all are increasing toward the goal.	We can identify struggling students through the MTSS process for SPM (student performance measure) plans, interventions and target growth for these students in both incoming 3rd and incoming 4th grade.	False
3rd grade observed growth in MAP Growth Math in one class was just above 60% of students meeting projected growth expectations.	We can identify struggling students through the MTSS process for SPM plans, interventions and target growth for these students in grades K-4, because this will lead to improved 3rd and 4th grade ELA scores.	False
Align curricular materials and lesson plans to the PA Standards; Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based *	PLCs and Data Teams will use the data from the MTSS process to analyze what the data is telling us about our curriculum and instruction so we can build lessons to engage students and improve progress.	True
4th grade observed growth in MAP Growth ELA did not exceed the grade-level norms projected growth in one class.	We see that our current K-2 students have a high degree of need. This can lead to SPM plans, intervention plans and services being targeted to these grade levels.	False
Second Grade Aimsweb Plus ELA scores show that Fall to Spring 2022-2023 scores are at approximately 48.4% of students meeting the goal of ROI of 50 or above in ELA. Our year end goal is 60% of students at ROI of 50 or above. We are below our goal, but we have improved over Fall 2022 scores.		False
Over time the Economically Disadvantaged subgroup has trended down for performance in ELA.		False
Seven out of 16 total building-wide reading Tier 3 students are in 1st grade moving to 2nd for the 23-24 school year.	We see that our current K-2 students have a high degree of need. This can lead to SPM plans, intervention plans and services being targeted to	False

	these grade levels.	
Our challenge in PBIS is to continue to reduce student behavior referrals for major and aggressive acts as recorded in the SWIS (or other behavior reporting application). Although we have relatively few students (less than 11%) to earn any behavioral documentation throughout the 22-23 school year, the students who have aggressive acts or who have more than 10 referrals greatly reduce the ability of the rest of the students to focus and grow academically.		False
Almost half of our IEP students are also Economically Disadvantaged.		False
We need to increase student growth in math and ELA through regular, purposeful PLCs and Data team meetings.	PLCs and Data Teams will use the data from the MTSS process to analyze what the data is telling us about student growth so we can incorporate rigorous instructional strategies.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
First Grade Aimsweb Plus ELA scores show that Fall to Spring 2022-2023 scores are at approximately 69.2% of students meeting the goal of ROI of 50 or above. Our year end goal is 60% of students at ROI of 50 or above. We are above our goal of at least 60% of students meeting the ROI of improvement goal, but we need more students to make larger gains.	Use MTSS, SPMs and PLCs, data team meetings, tier determination meetings to grow students at all levels with support of Title I interventionist and Title I associate.
Kindergarten Aimsweb Plus ELA scores show that Fall to Spring 2022-2023 scores are at approximately 73% of students meeting the goal of ROI of 50 or above. Our year end goal is 60% of students at ROI of 50 or above. We met the goal.	Use MTSS, SPMs and PLCs, data team meetings, tier determination meetings to grow students at all levels with support of Title I interventionist and Title I associate.
Our 4th grade scores are above the statewide average of 54.4% and almost reaching the 83% final goal. Our 2022 scores of 82.9% were well above the 70.8% interim state science goal.	Continue to build background knowledge for students from K-4 so students are prepared to handle the vocabulary of the science exam.
*All 4 intermediate level classes performed between 54-72% in ELA in grades 3 (54%; 56%) and 4 (55.5%; 72%) in Spring 2022. All measurable student groups are increasing toward the goal.	Use MTSS, SPMs and PLCs, data team meetings, tier determination meetings to grow students at all levels with support of Title I interventionist and Title I associate.
2nd grade math had 83.9% of students obtain an ROI of 55 or higher from Fall to Spring 2022-2023.	Use MTSS, SPMs and PLCs, data team meetings, tier determination meetings to grow students at all levels with support of Title I interventionist and Title I associate.

Kindergarten math had 88.89% of students obtain an ROI of 55 or higher from Fall to Spring 2022-2023.	Use MTSS, SPMs and PLCs, data team meetings, tier determination meetings to grow students at all levels with support of Title I interventionist and Title I associate.
Foster a culture of high expectations for success for all students, educators, families, and community members	Use MTSS, SPMs and PLCs, data team meetings, tier determination meetings to grow students at all levels with support of Title I interventionist and Title I associate.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Use MTSS process (behavior, attendance, academics) to grow students using tiered supports.
	PLCs and Data Teams will use the data from the MTSS process to analyze what the data is telling us about student growth so we can incorporate rigorous instructional strategies for ELA and math.

Goal Setting

Priority: Use MTSS process (behavior, attendance, academics) to grow students using tiered supports.

Outcome Category			
Essential Practices 3: Provide Student-Centered Support Systems			
Measurable Goal Statement (Smart Goal)			
Our goal is to use the MTSS model for behavior and social-emotional wellness to decrease the number of behavioral class disruptions so that less than 3% of all students in the building will have more than 10 SWIS referrals for major/physical aggression incidents to provide a safe environment for learning to occur.			
Measurable Goal Nickname (35 Character Max)			
MTSS Model for Behavior and Social/Emotional Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Put behavioral supports in place for students who had more than 5 SWIS referrals in 2022-2023.	Review SWIS data to determine areas in need of improvement and students in need of support.	Review SWIS data to determine areas in need of improvement and students in need of support.	Determine if the school met the goal of less than 3% of all students in the building having more than 10 SWIS referrals for major/physical aggression incidents.

Outcome Category			
Parent and family engagement			
Measurable Goal Statement (Smart Goal)			
Our goal is to engage 100% of our families in some form of involvement in their child's education by utilizing a variety of formats for communication, including in-person author visits, monthly S'More Newsletters, communication apps, and community shared reading activities. Communication with families is a key component in the MTSS process to improve behavior, attendance and academics.			
Measurable Goal Nickname (35 Character Max)			
Parent and Family Engagement			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Host the Fall Open House and make sure all families that attend are connected to our communication app.	Check with teachers to verify they have had some form of communication with all families.	Check with teachers to verify they have had some form of communication with all families.	Verify that 100% of families have been in communication with the school.

Outcome Category
Regular Attendance

Measurable Goal Statement (Smart Goal)			
90% of Woodward K-4 students will be present 90% of the 2023-2024 school year.			
Measurable Goal Nickname (35 Character Max)			
Attendance			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Monitor attendance at the end of the 1st marking period and communicate with families about the importance of regular attendance. Hold School Attendance Improvement Conferences for families whose children meet the criteria.	Monitor attendance at the end of the 2nd marking period and communicate with families about the importance of regular attendance. Hold School Attendance Improvement Conferences for families whose children meet the criteria.	Monitor attendance at the end of the 3rd marking period and communicate with families about the importance of regular attendance. Hold School Attendance Improvement Conferences for families whose children meet the criteria.	Monitor attendance at the end of the 4th marking period and communicate with families about the importance of regular attendance.

Priority: PLCs and Data Teams will use the data from the MTSS process to analyze what the data is telling us about student growth so we can incorporate rigorous instructional strategies for ELA and math.

Outcome Category			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
The average RIT growth of at least 60% of 2023-2024 3rd grade students will meet or exceed grade-level norms projected growth with their observed growth over the 2023-2024 school year as measured in the NWEA MAP Student Growth Summary Report Aggregate by District in the area of Math and ELA.			
Measurable Goal Nickname (35 Character Max)			
PLCs and Data Teams - Gr 3-4 Mathematics/ELA Focus			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline data, begin PLC cycle and hold first data team	Use progress monitoring to review student progress; continue PLC meetings, prepare for December assessments; schedule individual building meetings with Jen Collins to establish plan for second semester	Use data from December benchmarking to review student progress; continue PLC meetings, implement plan for second semester using input from Jen Collins meetings	End of year assessments, determine if building met growth goals of at least 60% of students meeting or exceeding grade-level norms projected growth for the year

Outcome Category

Essential Practices 1: Focus on Continuous Improvement of Instruction			
Measurable Goal Statement (Smart Goal)			
At least 60% of 2023-2024 Kindergarten Students will demonstrate growth at or above expected growth according to the Spring 2024 Acadience assessment benchmarks in the areas of math and ELA.			
Measurable Goal Nickname (35 Character Max)			
PLCs and Data Teams - K-2 Mathematics/ELA Focus			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Establish baseline data, begin PLC cycle and hold first data team	Use progress monitoring to review student progress; continue PLC meetings, prepare for December assessments; schedule individual building meetings with Jen Collins to establish plan for second semester	Use data from December benchmarking to review student progress; continue PLC meetings, implement plan for second semester using input from Jen Collins meetings	End of year assessments, determine if building met growth goals of at least 60% of students meeting or exceeding grade-level norms projected growth for the year

Action Plan

Measurable Goals

MTSS Model for Behavior and Social/Emotional Growth	PLCs and Data Teams - Gr 3-4 Mathematics/ELA Focus
Parent and Family Engagement	Attendance
PLCs and Data Teams - K-2 Mathematics/ELA Focus	

Action Plan For: MTSS for ELA: PLCs and Data Teams

<p>Measurable Goals:</p> <ul style="list-style-type: none"> At least 60% of 2023-2024 Kindergarten Students will demonstrate growth at or above expected growth according to the Spring 2024 Acadience assessment benchmarks in the areas of math and ELA. Our goal is to use the MTSS model for behavior and social-emotional wellness to decrease the number of behavioral class disruptions so that less than 3% of all students in the building will have more than 10 SWIS referrals for major/physical aggression incidents to provide a safe environment for learning to occur. The average RIT growth of at least 60% of 2023-2024 3rd grade students will meet or exceed grade-level norms projected growth with their observed growth over the 2023-2024 school year as measured in the NWEA MAP Student Growth Summary Report Aggregate by District in the area of Math and ELA. Our goal is to engage 100% of our families in some form of involvement in their child's education by utilizing a variety of formats for communication, including in-person author visits, monthly S'More Newsletters, communication apps, and community shared reading activities. Communication with families is a key component in the MTSS process to improve behavior, attendance and academics. 90% of Woodward K-4 students will be present 90% of the 2023-2024 school year.

Action Step		Anticipated Start/Completion Date	
Implement Tier 1, 2 and 3 evidence-based practices and interventions that align to the Science of Reading		2023-08-30	2024-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ralonda Murty, Building Principal; Amy Heverly, Instructional Coach; Terry Markle, Interventionist; new hire, Title Associate	ECRI, 95% group, Kilpatrick, Rave-O (Title I grant covers salary and benefits for Interventionist 137,996.86 and Title Associate- 25176.14 [this accounts for \$163,173 of the allocated \$166,240 for Woodward, remaining balance of \$3067 will be for Parent/Family Engagement funds] (cover remaining expenses for associate from Title II transfer and district funds); Alan St. Jean, Author - Writing Olympics [this will cost	No	

	\$2500 of the \$3067 Parent/Family Engagement funds allocated for the building]		
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Scores earned on unit mastery assessments, universal screening, and progress monitoring data will increase student achievement.	We will monitor progress toward ELA growth through discussion of lessons and instructional outcomes during weekly PLCs (coaches, interventionists, Title I para, principal, grade level teachers), through analysis of progress monitoring and benchmarking data at data team meetings every 6 weeks (coaches, interventionists, Title I para, principal, grade level teachers), and assessing how many students move from Tier 3 to Tier 2 and from Tier 2 to Tier 1 at tier determination meetings every 6 weeks (coach, principal, interventionist); meetings will have agendas, notes and sign-ins; principal walk throughs (at least 2 per week) will be documented in PA-ETEP system

Action Plan For: MTSS for Math:PLCs and Data Teams

Measurable Goals:
<ul style="list-style-type: none"> At least 60% of 2023-2024 Kindergarten Students will demonstrate growth at or above expected growth according to the Spring 2024 Acadience assessment benchmarks in the areas of math and ELA. Our goal is to use the MTSS model for behavior and social-emotional wellness to decrease the number of behavioral class disruptions so that less than 3% of all students in the building will have more than 10 SWIS referrals for major/physical aggression incidents to provide a safe environment for learning to occur. The average RIT growth of at least 60% of 2023-2024 3rd grade students will meet or exceed grade-level norms projected growth with their observed growth over the 2023-2024 school year as measured in the NWEA MAP Student Growth Summary Report Aggregate by District in the area of Math and ELA. Our goal is to engage 100% of our families in some form of involvement in their child's education by utilizing a variety of formats for communication, including in-person author visits, monthly S'More Newsletters, communication apps, and community shared reading activities. Communication with families is a key component in the MTSS process to improve behavior, attendance and academics. 90% of Woodward K-4 students will be present 90% of the 2023-2024 school year.

Action Step	Anticipated Start/Completion Date	
Continue Implementation of a Tier 1 Evidence- Based curriculum - Bridges Mathematics; add Tier 2 and 3 interventions based on data	2023-08-30	2024-06-07

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Ralonda Murty, Building Principal; Amy Heverly, Instructional Coach; Terry Markle, Interventionist; new hire, Title Associate	Bridges intervention materials; (Title I grant covers salary and benefits for Interventionist 137,996.86 and Title Associate- 25176.14 [this accounts for \$163,173 of the allocated \$166,240 for Woodward, remaining balance of \$3067 will be for Parent/Family Engagement funds] (cover remaining expenses for associate from Title II transfer and district funds)	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Scores earned on unit mastery assessments, universal screening, and progress monitoring data will increase student achievement.	We will monitor progress toward ELA growth through discussion of lessons and instructional outcomes during weekly PLCs (coaches, interventionists, Title I para, principal, grade level teachers), through analysis of progress monitoring and benchmarking data at data team meetings every 6 weeks (coaches, interventionists, Title I para, principal, grade level teachers), and assessing how many students move from Tier 3 to Tier 2 and from Tier 2 to Tier 1 at tier determination meetings every 6 weeks (coach, principal, interventionist); meetings will have agendas, notes and sign-ins; principal walk throughs (at least 2 per week) will be documented in PA-ESEP system

Action Plan For: Schoolwide Positive Behavioral Interventions and Supports

Measurable Goals:
<ul style="list-style-type: none"> Our goal is to use the MTSS model for behavior and social-emotional wellness to decrease the number of behavioral class disruptions so that less than 3% of all students in the building will have more than 10 SWIS referrals for major/physical aggression incidents to provide a safe environment for learning to occur.

Action Step	Anticipated Start/Completion Date		
Implement Tier 1, 2 and 3 Behavior Support Systems (including PBIS Restorative Practices) and communicate clearly with families, while providing students with content rich positive schoolwide activities to celebrate successes in student behavior initiatives.	2023-08-30 2024-06-07		
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Christina Manning, Student Services; Kelly Swartwood (Pattan Support); new behavioral	Subscription to Zoom (\$100), Smore (\$120), Bloomz (or communication tool), SWIS; Author visits by Alan St. Jean for Writing Olympics to focus		

support specialist, building counselor, building principal	on SEL topics in writing and share with families		
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student behavior will improve with family communication and cooperation in addition to use of system of positive behavioral supports for students throughout entire building.	Analysis of SWIS data at least monthly (counselor, principal) using generated reports; sharing of the data with the students and teachers monthly (counselor, teachers and principal)

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount
Instruction	<ul style="list-style-type: none"> • MTSS for ELA: PLCs and Data Teams • MTSS for Math:PLCs and Data Teams • Schoolwide Positive Behavioral Interventions and Supports 	Title I Interventionist (\$137,996.86) and Title I Building Associate (\$25176.14) salaries and benefits	163173
Other Expenditures	<ul style="list-style-type: none"> • MTSS for ELA: PLCs and Data Teams • MTSS for Math:PLCs and Data Teams • Schoolwide Positive Behavioral Interventions and Supports 	S'more Subscription	120
Other Expenditures	<ul style="list-style-type: none"> • MTSS for ELA: PLCs and Data Teams • Schoolwide Positive Behavioral Interventions and Supports 	One Book One School books and supplies (\$347); Alan St. Jean Writing Olympics (\$2500)	2847

Other Expenditures	<ul style="list-style-type: none"> • MTSS for ELA: PLCs and Data Teams • MTSS for Math:PLCs and Data Teams • Schoolwide Positive Behavioral Interventions and Supports 	Zoom subscription	100	
Total Expenditures				166240

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
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LETRS Professional Development Training Year 3

Action Step		
<ul style="list-style-type: none"> Implement Tier 1, 2 and 3 evidence-based practices and interventions that align to the Science of Reading 		
Audience		
K-4 Teachers		
Topics to be Included		
Science of Reading, LETRS Training		
Evidence of Learning		
Student performance on local assessments		
Lead Person/Position	Anticipated Start	Anticipated Completion
Megan Hull, Director of Curriculum	2023-08-30	2024-06-07

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly work in PLCs, Regular meetings with IU coaches
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1d: Demonstrating Knowledge of Resources 1a: Demonstrating Knowledge of Content and Pedagogy 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Math Intervention for Tier 2 and Tier 3 Students

Action Step	
<ul style="list-style-type: none"> Continue Implementation of a Tier 1 Evidence- Based curriculum - Bridges Mathematics; add Tier 2 and 3 interventions based on data 	
Audience	
K-4 Teachers	
Topics to be Included	
MTSS Math interventions based on the Bridges math program implemented in 2022-2023.	
Evidence of Learning	

Student scores on their pre and post unit assessments		
Lead Person/Position	Anticipated Start	Anticipated Completion
Megan Hull/Director of Curriculum; Courtney Yourchak/Math DPL	2023-08-30	2024-06-07

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly at minimum
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 1d: Demonstrating Knowledge of Resources 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">• KCSD Board Affirmation Statement Signed June 2023.pdf

Chief School Administrator	Date
Dr. Jacquelyn Martin	2023-08-03
Building Principal Signature	Date
Ralonda L. Murty	2023-08-03
School Improvement Facilitator Signature	Date