

**Woodward El Sch**

Schoolwide Title 1 School Plan | 2024 - 2025

## Profile and Plan Essentials

<b>School</b>		AUN/Branch
Woodward El Sch		110183602
<b>Address 1</b>		
35 King Street		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Lock Haven	PA	17745
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Dr Francis Redmon		fredmon@kcsd.k12.pa.us
<b>Principal Name</b>		
Brett Umbenhouer		
<b>Principal Email</b>		
bumbenhouer@kcsd.k12.pa.us		
<b>Principal Phone Number</b>		<b>Principal Extension</b>
5708934900		3102
<b>School Improvement Facilitator Name</b>		<b>School Improvement Facilitator Email</b>
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. Francis Redmon	Chief School Administrator	KCSD Superintendent	fredmon@kcsd.k12.pa.us
Katelyn Kocher	Paraprofessional	Woodward Title I Associate	kkocher@kcsd.k12.pa.us
Tracy Smith	Board Member	School Board Member	tsmith@kcsd.k12.pa.us
Carolyn Hawk	Community Member	STEP/HeadStart	chawk@stepcorp.com
Joey Fortescue	Community Member	Champions Program	joseph.fortescue@discoverchampions.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.

<b>True K</b>	<b>True 1</b>	<b>True 2</b>	<b>True 3</b>	<b>True 4</b>	<b>False 5</b>	<b>False 6</b>
<b>False 7</b>	<b>False 8</b>	<b>False 9</b>	<b>False 10</b>	<b>False 11</b>	<b>False 12</b>	

## Review of the School Level Performance

### Strengths

Indicator	Comments/Notable Observations
Meeting Annual Academic Growth Expectations (PVAAS) ELA/Literature 2023	White group Met Annual Academic Growth Expectations (PVAAS) ELA/Literature in 2023 [72.0 Academic Growth Score] compared to 71.0 in 2022; All student group shows Academic Growth Score of 72.0, which is Meeting Annual Academic Growth Expectations (PVAAS) ELA/Literature in 2023.
Science/Biology All Student Group Meets the Standard Demonstrating Growth 2023	Academic Growth Score of 70.0 for All student and White groups, which is meeting the Academic Growth Score of 70.0 for science. This was accomplished with 80.9% of All students scoring Advanced/Proficient in science; 80.4% of White students scoring Advanced/Proficient in science and 68.4% of Economically Disadvantaged students scoring Advanced/Proficient in science.
Meeting Annual Academic Growth Expectations (PVAAS) Mathematics/Algebra	The All Student group improved from 56 in 2022 to 60 in 2023 on the Academic Growth indicator for mathematics; The White group improved from 54 in 2022 to 59 in 2023 on the Academic Growth Indicator for mathematics.
Percent Regular Attendance: All Student Group Meets Performance Standard	Percent Persistent Attendance is above the state average in all measured student groups (All students - 91.4%; White - 91.1%; Economically Disadvantaged - 88.9%; Students with Disabilities - 85.2%)

### Challenges

Indicator	Comments/Notable Observations
*Percent Proficient or Advanced in PSSA ELA/Literature 2023	Significant drop in performance in ELA for all groups: All student group, White and Economically Disadvantage group did NOT meet interim goal/improvement target: from 60.5% to 49.3% All Student Group; from 60.0% to 48.7% White Group; from 43.2% to 38.2% Economically Disadvantaged Group
Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target	All subgroups are below the state targeted goal and have lost ground in progress toward goal since 2022 (All - 50.6; White - 50.0; Economically Disadvantaged - 38.2)

2023 for PSSA	
Percent Advanced in Science PSSA 2023	Percent Advanced in Science in 2023 in All student group was significantly less than in 2022 (from 45.7% drop to 27.7%) and in the White group (41.1% drop to 28.3%)
Percent Persistent Attendance reported in 2023	Students with disabilities subgroup is at 85.2% persistent attendance when compared to other student groups which 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.

## Review of Grade Level(s) and Individual Student Group(s)

### Strengths

<b>Indicator</b> Percent Advanced on Science(PSSA)/Biology 2023 <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> *31.6% of Economically Disadvantaged students scored Advanced on science PSSA which is the highest it has been since before 2018. [Note: preliminary building level Spring 2024 PSSA Science results show an increase of 2 percentage points over 2023 PSSA Science results.]
<b>Indicator</b> Percent Proficient or Advanced in (PSSA) Mathematics 2023 <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> Economically Disadvantaged subgroup showed 8.8% Advanced in mathematics on 2023 PSSA compared to the 2022 mathematics PSSA which was only 2.6% of the subgroup performing advanced. [Note: preliminary building level Spring 2024 PSSA Mathematics results show an increase of 7 percentage points over 2023 PSSA math results.]

### Challenges

<b>Indicator</b> Percent Proficient or Advanced in ELA/Literature 2023 <b>ESSA Student Subgroups</b> White, Economically Disadvantaged	<b>Comments/Notable Observations</b> Significant drop in performance in ELA for all groups: from 60.0% to 48.7% White Group; from 43.2% to 38.2% Economically Disadvantaged Group
<b>Indicator</b> Percent Advanced in Mathematics 2023 <b>ESSA Student Subgroups</b> Economically Disadvantaged	<b>Comments/Notable Observations</b> The economically disadvantaged group had a lower percentage of students perform at the advanced level in mathematics in 2023 (8.8%) than the state average of 14.1%.

## 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.

White group Met Annual Academic Growth Expectations (PVAAS) ELA/Literature in 2023 [72.0 Academic Growth Score] compared to 71.0 in 2022; All student group shows Academic Growth Score of 72.0, which is Meeting Annual Academic Growth Expectations (PVAAS) ELA/Literature in 2023. Preliminary Spring ELA PSSA 2024 results show a 7 percentage point increase over 2023 ELA building level scores. Upward trend appears to continue.

Economically Disadvantaged subgroup showed 8.8% Advanced in mathematics on 2023 PSSA compared to the 2022 mathematics PSSA which was only 2.6% of the subgroup performing 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.

Significant drop in performance in ELA for all groups: from 60.0% to 48.7% White Group; from 43.2% to 38.2% Economically Disadvantaged Group  
The economically disadvantaged group had a lower percentage of students perform at the advanced level in mathematics in 2023 (8.8%) than the state average of 14.1%.

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
Acadience ELA	Fall to Spring 2023-2024 Benchmark Overview of Reading Composite Scores for ELA grades K-2
MAP Data ELA	Fall to Spring Achievement Status and Growth Summary Report for ELA for grades 3-4

### English Language Arts Summary

#### Strengths

First Grade Acadience scores show that 61% of students are at or above the end of year benchmark for reading composite score.
Kindergarten Acadience scores show that 71% of students are at or above the end of year benchmark for reading composite score.

#### Challenges

One 3rd grade classroom had a little over 56% of students meet or exceed projected growth in ELA.
Second Grade Acadience scores show that 51% of students are at or above the end of year benchmark for reading composite score.
13 out of 31 1st grade students moving to 2nd for the 24-25 school year are below benchmark in Oral Reading Fluency.
One 3rd grade classroom had a little over 58% of students meet or exceed projected growth in ELA.

### Mathematics

Data	Comments/Notable Observations
Acadience Math	Fall to Spring 2023-2024 Benchmark Overview of Mathematics Composite Scores for 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 84% of students at or above benchmark in the mathematics area of Concepts and Applications.
Kindergarten math had 52% of students at or above benchmark by end of year 2023-2024.

#### Challenges

In one 4th grade 47.1% of students met projected RIT scores and in the other 4th grade 35.3% of students met projected RIT scores.
In one 3rd grade 68.8% of students met projected RIT scores.



## 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. In 2024-2025 we are considering a reading program that encompasses Science content, so this may also help.

## Science, Technology, and Engineering Education Summary

### Strengths

Our 4th grade scores are above the statewide average in science.

### 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
Over 95% 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	Kindergarten had more SWIS referrals than other grade levels. Fourth grade had the fewest 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.

At least 95% of the students submitted their Career Readiness indicators.

Fourth grade had the fewest behavior referrals in SWIS.

### 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 in the population earn SWIS referrals, 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

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

### Students Considered Economically Disadvantaged

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

### 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
White group Met Annual Academic Growth Expectations (PVAAS) ELA/Literature in 2023 [72.0 Academic Growth Score] compared to 71.0 in 2022; All student group shows Academic Growth Score of 72.0, which is Meeting Annual Academic Growth Expectations (PVAAS) ELA/Literature in 2023. Preliminary Spring ELA PSSA 2024 results show a 7 percentage point increase over 2023 ELA building level scores. Upward trend appears to continue.	True
Economically Disadvantaged subgroup showed 8.8% Advanced in mathematics on 2023 PSSA compared to the 2022 mathematics PSSA which was only 2.6% of the subgroup performing advanced.	False
First Grade Acadience scores show that 61% of students are at or above the end of year benchmark for reading composite score.	True
Kindergarten Acadience scores show that 71% of students are at or above the end of year benchmark for reading composite score.	True
Our 4th grade scores are above the statewide average in science.	True
2nd grade math had 84% of students at or above benchmark in the mathematics area of Concepts and Applications.	True
Kindergarten math had 52% of students at or above benchmark by end of year 2023-2024.	True
Over time the Economically Disadvantaged subgroup has trended up for performance in Math.	False
At least 95% of the students submitted their Career Readiness indicators.	False
Foster a culture of high expectations for success for all students, educators, families, and community members	True
Fourth grade had the fewest behavior referrals in SWIS.	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
Significant drop in performance in ELA for all groups: from 60.0% to 48.7% White Group; from 43.2% to 38.2% Economically Disadvantaged Group	True



The economically disadvantaged group had a lower percentage of students perform at the advanced level in mathematics in 2023 (8.8%) than the state average of 14.1%.	False
One 3rd grade classroom had a little over 56% of students meet or exceed projected growth in ELA.	True
In one 4th grade 47.1% of students met projected RIT scores and in the other 4th grade 35.3% of students met projected RIT scores.	False
In one 3rd grade 68.8% of students met projected RIT scores.	True
13 out of 31 1st grade students moving to 2nd for the 24-25 school year are below benchmark in Oral Reading Fluency.	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 in the population earn SWIS referrals, 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
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 Acadience scores show that 51% of students are at or above the end of year benchmark for reading composite score.	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
One 3rd grade classroom had a little over 58% of students meet or exceed projected growth in ELA.	False

### 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 not growing steadily as a school in either core content area (math/ELA).



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Significant drop in performance in ELA for all groups: from 60.0% to 48.7% White Group; from 43.2% to 38.2% Economically Disadvantaged Group	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
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 in the population earn SWIS referrals, 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
In one 3rd grade 68.8% of students met projected RIT scores.	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
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
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
One 3rd grade classroom had a little over 56% of students meet or exceed projected growth in ELA.	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 Acadience scores show that 51% of students are at or above the end of year benchmark for reading composite score.		False

13 out of 31 1st grade students moving to 2nd for the 24-25 school year are below benchmark in Oral Reading Fluency.	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
Over time the Economically Disadvantaged subgroup has trended down for performance in ELA.		False
Almost half of our IEP students are also Economically Disadvantaged.		False

### Analyzing Strengths

Analyzing Strengths	Discussion Points
First Grade Acadience scores show that 61% of students are at or above the end of year benchmark for reading composite score.	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 Acadience scores show that 71% of students are at or above the end of year benchmark for reading composite score.	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 in science.	Continue to build background knowledge for students from K-4 so students are prepared to handle the vocabulary of the science exam.
White group Met Annual Academic Growth Expectations (PVAAS) ELA/Literature in 2023 [72.0 Academic Growth Score] compared to 71.0 in 2022; All student group shows Academic Growth Score of 72.0, which is Meeting Annual Academic Growth Expectations (PVAAS) ELA/Literature in 2023. Preliminary Spring ELA PSSA 2024 results show a 7 percentage point increase over 2023 ELA building level scores. Upward trend appears to continue.	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 84% of students at or above benchmark in the mathematics area of Concepts and Applications.	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 52% of students at or above benchmark by end of year 2023-2024.	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.
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**Priority Challenges**

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

## Goal Setting

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.

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			
The average RIT growth of at least 60% of 2024-2025 3rd grade students will meet or exceed grade-level norms projected growth with their observed growth over the 2024-2025 school year as measured in the NWEA MAP Student Growth Summary Report Aggregate by District in the area of Math and ELA.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
PLCs and Data Teams - Gr 3-4 Mathematics/ELA Focus			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Establish baseline 24-25 MAP RIT scores.	Data team review of student progress using local assessments. At least 60% of students are in Tier 1 instruction.	Look at growth from Winter MAP assessments, meet to determine which students need additional intervention. At least 60% of students are in Tier 1 instruction.	At least 60% of all 3rd grade students meet or exceed projected growth as measured in NWEA MAP assessment in Math and ELA.

<b>Outcome Category</b>			
Essential Practices 1: Focus on Continuous Improvement of Instruction			
<b>Measurable Goal Statement (Smart Goal)</b>			
At least 60% of 2024-2025 Kindergarten Students will demonstrate growth at or above expected growth according to the Spring 2025 Acadience assessment benchmarks in the areas of math and ELA.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
PLCs and Data Teams - K-2 Mathematics/ELA Focus			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Establish baseline 24-25 Acadience scores.	Data team review of student progress using local assessments. At least 60% of students are in Tier 1 instruction.	Look at growth from Winter Acadience assessments, meet to determine which students need additional intervention. At least 60% of students are in Tier 1 instruction.	At least 60% of 2024-2025 Kindergarten Students will demonstrate growth at or above expected growth according to the Spring 2025 Acadience assessment benchmarks in the areas of math and ELA.

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

<b>Outcome Category</b>			
Essential Practices 3: Provide Student-Centered Support Systems			
<b>Measurable Goal Statement (Smart Goal)</b>			
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 97% of all students in the building will have fewer than 10 SWIS referrals for major/physical aggression incidents to provide a safe environment for learning to occur.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
MTSS Model for Behavior and Social/Emotional Growth			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Hold schoolwide positive behavior assemblies and clearly instruct rules, procedures and expectations by end of September.	Share the total number of referrals with the school and make goals as needed.	Review the first semester and current data to determine if intervention is needed to reduce the number of behavioral class disruptions for major/physical aggression.	less than 97% of all students in the building will have fewer than 10 SWIS referrals for major/physical aggression incidents

<b>Outcome Category</b>			
Parent and family engagement			
<b>Measurable Goal Statement (Smart Goal)</b>			
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.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Parent and Family Engagement			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Invite all families to join class Dojo. Send first S'more newsletter, monitor results and re-invite if necessary.	During parent/teacher conferences verify attendance and communication connections.	Review Dojo statistics and S'more newsletter statistics, determine if any families are not connected so some form of communication.	Verify that we have successfully engaged 100% of our families in some form of involvement in their child's education

<b>Outcome Category</b>			
Regular Attendance			
<b>Measurable Goal Statement (Smart Goal)</b>			

90% of Woodward K-4 students will be present 90% of the 2024-2025 school year.			
<b>Measurable Goal Nickname (35 Character Max)</b>			
Attendance			
<b>Target 1st Quarter</b>	<b>Target 2nd Quarter</b>	<b>Target 3rd Quarter</b>	<b>Target 4th Quarter</b>
Monitor attendance, weekly attendance meetings between counselor and secretary, hold SAICs as needed.	Monitor attendance, weekly attendance meetings between counselor and secretary, hold SAICs as needed.	Monitor attendance, weekly attendance meetings between counselor and secretary, hold SAICs as needed.	90% of Woodward K-4 students will be present 90% of the 2024-2025 school year.



## Action Plan

### Measurable Goals

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

### Action Plan For: MTSS for ELA

<p><b>Measurable Goals:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• At least 60% of 2024-2025 Kindergarten Students will demonstrate growth at or above expected growth according to the Spring 2025 Acadience assessment benchmarks in the areas of math and ELA.</li> <li>• 90% of Woodward K-4 students will be present 90% of the 2024-2025 school year.</li> <li>• The average RIT growth of at least 60% of 2024-2025 3rd grade students will meet or exceed grade-level norms projected growth with their observed growth over the 2024-2025 school year as measured in the NWEA MAP Student Growth Summary Report Aggregate by District in the area of Math and ELA.</li> </ul>
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Action Step		Anticipated Start/Completion Date	
Implement Tier 1, 2 and 3 evidence-based practices and interventions that align to the Science of Reading		2024-08-28	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal; Instructional Coach; Interventionist; Title Associate	CKLA (new reading program), ECRI, 95% group, Kilpatrick, Rave-O (Title I grant covers salaries and benefits for Interventionist (\$92165+\$57165) and Title Associate- (\$26381+\$8140) (cover difference from Title II transfer and KCSD); Alan St. Jean, Author - Young Authors or Writing Olympics (\$1500 Parent/Family Engagement plus supplement from PTO/KCSD); schedule that includes set aside PLC time for teachers to meet and discuss data, instructional strategies and content	Yes	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and
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	<b>Method)</b>
Monitoring and analyzing student scores earned on ELA unit assessments in CLKA ELA program, universal screening, and progress monitoring data will lead to an increase in student achievement. Rigorous instruction will reduce behavior and sharing instructional strategies with families will increase parent/family engagement.	weekly PLCs, data team meetings every 6 weeks, tier determination meetings every 6 weeks; coach/interventionist meetings with principal at least monthly

### Action Plan For: MTSS Math

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• At least 60% of 2024-2025 Kindergarten Students will demonstrate growth at or above expected growth according to the Spring 2025 Acadience assessment benchmarks in the areas of math and ELA.</li> <li>• 90% of Woodward K-4 students will be present 90% of the 2024-2025 school year.</li> <li>• The average RIT growth of at least 60% of 2024-2025 3rd grade students will meet or exceed grade-level norms projected growth with their observed growth over the 2024-2025 school year as measured in the NWEA MAP Student Growth Summary Report Aggregate by District in the area of Math and ELA.</li> </ul>

<b>Action Step</b>		<b>Anticipated Start/Completion Date</b>	
Continue Implementation of a Tier 1 Evidence- based curriculum - Bridges Mathematics; add Tier 2 and 3 interventions based on data		2024-08-28	2025-06-06
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	
Building Principal; Instructional Coach; Department Program Leader for Elementary Mathematics; Title I interventionist	Bridges intervention materials; grant covers salaries and benefits for Interventionist (\$92165+\$57165) and Title Associate- (\$26381+\$8140) (cover difference from Title II transfer and KCSD); parent/family engagement supplies as needed to support (from a portion of the total Parent/Family engagement funds \$992)	No	

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
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Monitoring and analyzing student scores earned on mathematics unit assessments, universal screening, and intervention data will lead to an increase in student achievement. Rigorous instruction will reduce behavior and sharing instructional strategies with families will increase parent/family engagement.	weekly PLCs, data team meetings ever? 6 weeks, tier determination meetings every 6 weeks; regular coach/DPL conversations and updates for principal
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### Action Plan For: Schoolwide Positive Behavioral Interventions and Supports

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 97% of all students in the building will fewer than 10 SWIS referrals for major/physical aggression incidents to provide a safe environment for learning to occur.</li> <li>• 90% of Woodward K-4 students will be present 90% of the 2024-2025 school year.</li> </ul>

Action Step		Anticipated Start/Completion Date	
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.		2024-08-28	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Building Principal; Coach; Interventionist; Secretary; Homeroom Teachers	Subscription to Zoom (KCSD), S'more (KCSD), Dojo (or communication tool), SWIS; Author visits by Alan St. Jean for Writing Olympics (\$1500 Parent/Family Engagement funds and KCSD or PTO to help cover remainder of cost) to focus on SEL topics in writing and share with families	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Fewer behavioral incidents will improve student learning conditions; engaging families will improve student focus on learning - resulting in	Use of data from Class Dojo, S'more and Zoom will show the level of family engagement through communication provided by school; sign in sheets/agendas at events will show in-person engagement; and monitoring SWIS will show the percentage of referrals. Math and ELA

increased learning for students

assessment data will show the increase in student achievement.

## 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"> <li>• MTSS for ELA</li> <li>• MTSS Math</li> <li>• Schoolwide Positive Behavioral Interventions and Supports</li> </ul>	Title I grant covers salary and benefits for Interventionist (\$92,165+\$57165) and Title Associate- (\$26381+\$8140) - budgeted \$131,055 in 24-25 grant, (Paid using Title I, a portion of the Title II transfer of \$50,000; remainder by KCSD)	131055.00
Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS for ELA</li> <li>• MTSS Math</li> <li>• Schoolwide Positive Behavioral Interventions and Supports</li> </ul>	Alan St. Jean Writing Olympics: 4 days @\$500 per day = \$2000 (a portion to be supplemented by KCSD and/or PTO)	1500.00
Other Expenditures	<ul style="list-style-type: none"> <li>• MTSS for ELA</li> <li>• MTSS Math</li> <li>• Schoolwide Positive Behavioral Interventions and</li> </ul>	One Book One School and parent/family supplies (a portion to be supplemented by KCSD and/or PTO)	992.00

	Supports			
Total Expenditures				133547

## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
MTSS for ELA	Implement Tier 1, 2 and 3 evidence-based practices and interventions that align to the Science of Reading

### Implementation of CKLA

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Implement Tier 1, 2 and 3 evidence-based practices and interventions that align to the Science of Reading</li> </ul>		
<b>Audience</b>		
Teachers		
<b>Topics to be Included</b>		
Introducing and implementing new program - CKLA		
<b>Evidence of Learning</b>		
Student progress on program unit assessments		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
Director of Curriculum, Instructional Coaches, Interventionists	2024-06-07	2025-06-06

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Weekly
<b>Observation and Practice Framework Met in this Plan</b>	
<ul style="list-style-type: none"> <li>1e: Designing Coherent Instruction</li> <li>3c: Engaging Students in Learning</li> <li>3d: Using Assessment in Instruction</li> </ul>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Language and Literacy Acquisition for All Students	





## Approvals & Signatures

<b>Uploaded Files</b>
<ul style="list-style-type: none"><li>• KCSD24-25BoardAffirmationStatement.pdf</li></ul>

<b>Chief School Administrator</b>	<b>Date</b>
Francis Redmon	2024-09-10
<b>Building Principal Signature</b>	<b>Date</b>
Brett Umbenhouer	2024-09-09
<b>School Improvement Facilitator Signature</b>	<b>Date</b>
Megan Hull	2024-09-09