Manteca Unified School District Strategic Plan

2025-2026

Vision Statement

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

Mission Statement

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

Neil Hafley
39685936104533

Manteca Unified School District
39685930000000

School Site Vision

Neil Hafley School's Vision, aligned to that of Manteca Unified School District, is that all students will come to school, eager to participate in learning that is highly engaging and relevant to their future success. Learning will be provided in an environment that is safe, where all individuals strive to be outstanding, accepting of others and responsible citizens.

School Site Mission

Neil Hafley School's Professional Learning Communities will work collaboratively to review data and design standards-based instruction utilizing the core curriculum and supplemental materials that include signature strategies to increase student engagement. Tier 1 supports will include daily PBIS and SEL, as well as integrated and designated ELD. Tier 2 and 3 academic supports will include access to intervention both within and outside of the regular school day. Tier 2 and 3 attendance, behavior and social-emotional supports will include assistance from an outreach assistant, COST, and counseling.

Purpose and Description

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

Schoolwide Program

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

This strategic plan provides a review of current data along with careful analysis and the establishment of SMART goals to address needs in the areas of Standards, Safety and Emerging Students. Data generally includes state level, local and school level, in that order.

In the area of Standards, goals were developed in the areas of ELA/Reading and Math with an additional goal focusing on early literacy and yet another goal focusing on English Language Development.

Safety is addressed through goals to improve chronic absenteeism, student behavior/suspensions, and parent perceptions as well as kindergarten attendance and behavior where data shows an increased need.

Finally, goals were developed to support emerging student groups which include the ATSI groups mentioned above. There is also a goal to provide additional assistance to 8th grade students who are moving on to high school.

School Site Description

Neil Hafley School opened as a K-7 campus on August 27, 1984. At that time, it had a population of 810 students. In 1985 our campus grew into its present K-8 configuration and now accommodates approximately 800 students annually. A multi-purpose (cafeteria/gym) was completed in May of 2009. In the 2018-2019 school year, our school went through a modernization process resulting in new asphalt across campus, roof recovering, new playground equipment and an outdoor classroom.

Teachers engage in professional learning weekly. Professional Learning Communities focus on reviewing data and designing lessons based on state standards using core curriculum and district- adopted supplemental materials. A team of lead teachers facilitate teacher learning and specialize in English Language Development, strategies for student engagement and Positive Behavioral Interventions and Supports (PBIS). They also case manage students and provide input in site decisions.

Neil Hafley School has been implementing PBIS since 2015. Staff members use common language when referring to SOAR and expectations around campus. Students take part in daily lessons that teach school-wide expectations and incorporate social and emotional learning. Students receive "Golden Tickets" for demonstrating characteristics of "SOAR," being safe, outstanding, accepting and responsible. They can then choose to collect the tickets and purchase items from a bi-weekly student store called the "Hawk's Nest" or add their tickets to the office raffle spinner to become eligible for weekly drawings. Awards are presented each trimester where students may receive lanyards, pins and certificates of recognition for Reading, Math, Honor Roll, Scholar awards, awards for being Safe, Outstanding, Accepting and Responsible and the overall SOAR-ing Student award. Teachers also mail home positive messages on postcards.

Neil Hafley School benefits from the active participation of parents who work together with teachers on the Community Club, the English Language Advisory Committee, and School Site Council. Annual fundraising events include the Walk-jog-athon, fall and spring book fairs, just to name a few. Neil Hafley's middle school students also enjoy participation in developing the yearbook, providing peer assistance to students in younger grades and a formal Associated Student Body Leadership class. Neil Hafley School is committed to the traditions that develop a positive school culture and engage students in meaningful learning.

To learn more about the many programs offered at Neil Hafley School, feel free to contact the school Principal, Lori Guzman-Alvarez at (209) 858-7215 or lguzman@musd.net.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

MUSD provides Multi Tiered Systems of Supports to provide each child access to the base curriculum. Our focus is developing rich Tier 1 instruction focused on meeting the needs of all learners. In addition, all students have access to enrichment or support during the regular school day and/or beyond the school day. To ensure acquisition of skills, supplemental resources and interventions developed in the Professional Learning Communities at each grade level. Base curriculum in ELA and Math contain intervention and Response to Intervention materials to modify instruction or use as a targeted intervention for specific skills. Leveled readers and digital tutorials allow for leveled instruction as well as individualized instruction. The Tier 1 Instructional Program is supported by an Instructional Specialist based upon the schoolwide student need. Intervention programs include Rosetta Stone and ALEKS. These programs are implemented as designed in every classroom with materials for every student.
Manteca Unified School District undertakes various interventions to nurture the development of young minds, providing them with a foundation for lifetime success. These interventions range from academic support programs to social and emotional well-being, prioritizing addressing the needs of the whole child. We provide Tier 1 interventions tailored to building a climate of positive relationships and community inside and outside of the classroom. Tier 2 and 3 interventions provide targeted support for students.
Examples of Tier 2 and 3 intervention support are:
Point Break Intervention Classes
Anger Management (ages 12-18)

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

Substance Abuse (ages 12-18)
An eight-week class that allows teenagers to learn the truth about drugs (long and short-term consequences) as well as to work through misconceptions, attitudes, and behaviors that must change if a person is to deal honestly with the issues of substance abuse.

Point Break Workshop at High Schools

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

Victor Wrap-Around Services

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

Coordination of Services Team (COST)

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

ensure that the overall system of support works together effectively.

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

Intervention TOSA

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

Restorative Practices

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

Suicide Prevention

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

Yellow Ribbon Suicide Prevention Program

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

Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

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

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

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

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

Elevate Mentoring

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

Journey Mentoring

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

Multi-Tiered System of Support (MTSS)

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

Positive Behavioral Interventions and Supports

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

Valley Community Counseling

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

Social Emotional Learning

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

Supports

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

<u>Funding</u>

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

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

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

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

Title II funds are used to support the Induction program and to provide professional development to all MUSD staff members.
Title IV funds are used for STEAM activities, improving science teaching and the improving of safety at the school sites through Positive Behavior Intervention and Supports (PBIS).

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
741	**58.8**	**22.8**	**0.5**
Total Number of Students enrolled in Neil Hafley.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
801	**67.7%**	**20.8%**	**0.5%**
Total Number of Students enrolled in Neil Hafley.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	169	22.8
Foster Youth	4	0.5
Homeless	13	1.8
Socioeconomically Disadvantaged	436	58.8
Students with Disabilities	100	13.5

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	167	20.8%
Foster Youth	4	0.5%
Homeless	25	3.1%
Socioeconomically Disadvantaged	542	67.7%
Students with Disabilities	107	13.4%

2022-23 Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	16	2.2
American Indian	3	0.4
Asian	44	5.9
Filipino	23	3.1
Hispanic	483	65.2
Two or More Races	23	3.1
Pacific Islander	4	0.5
White	145	19.6

2023-24 Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	28	3.5%
American Indian	8	1%
Asian	53	6.6%
Filipino	32	4%
Hispanic	492	61.4%
Two or More Races	24	3%
Pacific Islander	4	0.5%
White	160	20%

Conclusions based on this data:

1. At Neil Hafley School, 21.3% of students are English Learners. This percentage has remained consistent in the last five years.
2. At Neil Hafley School, 90.23% of students were identified as Socioeconomically Disadvantaged in 2024-2025. Students are identified based on the collection of parent income data.
3. In the 2024-2025 school year, 68.01% of students were identified as Hispanic and 16.96% of students were identified as White. The number of Hispanic students has increased while the number of White students has decreased.

Grade Level Standards

District Goal

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

Site Tier 1 Goal

All students will come to school, eager to participate in learning that is highly engaging and relevant to their future success.

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	2341.	2357.	2359.	8.05	14.46	6.10	11.49	8.43	18.29	11.49	22.89	21.95	68.97	54.22	53.66
Grade 4	2409.	2390.	2396.	9.86	9.57	8.42	12.68	12.77	11.58	30.99	17.02	21.05	46.48	60.64	58.95
Grade 5	2439.	2411.	2413.	4.30	4.29	6.38	26.88	17.14	9.57	17.20	21.43	19.15	51.61	57.14	64.89
Grade 6	2474.	2458.	2471.	3.16	4.04	6.98	27.37	14.14	22.09	30.53	31.31	27.91	38.95	50.51	43.02
Grade 7	2493.	2484.	2490.	6.74	1.12	3.74	20.22	23.60	23.36	30.34	29.21	31.78	42.70	46.07	41.12
Grade 8	2474.	2504.	2526.	1.82	7.14	3.92	14.55	19.05	35.29	25.45	27.38	28.43	58.18	46.43	32.35
Grade 11															
All Grades	N/A	N/A	N/A	5.71	6.74	5.83	19.59	15.80	20.32	24.08	25.05	25.27	50.61	52.41	48.59

CAASPP Results
Mathematics (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2344.	2375.	2370.	8.05	9.41	7.32	9.20	21.18	18.29	17.24	20.00	21.95	65.52	49.41	52.44
Grade 4	2424.	2387.	2408.	5.63	3.19	4.12	11.27	9.57	16.49	40.85	26.60	24.74	42.25	60.64	54.64
Grade 5	2424.	2425.	2403.	1.06	2.82	0.00	7.45	12.68	5.26	25.53	19.72	17.89	65.96	64.79	76.84
Grade 6	2425.	2443.	2454.	1.05	2.02	3.37	6.32	12.12	10.11	28.42	26.26	29.21	64.21	59.60	57.30
Grade 7	2457.	2477.	2466.	2.27	1.10	1.82	14.77	12.09	16.36	23.86	39.56	22.73	59.09	47.25	59.09
Grade 8	2418.	2485.	2472.	0.00	2.35	1.94	5.66	10.59	6.80	16.98	28.24	31.07	77.36	58.82	60.19
All Grades	N/A	N/A	N/A	3.07	3.43	2.95	9.22	12.95	12.15	25.61	27.05	24.65	62.09	56.57	60.24

CAASPP Results
English Language Arts/Literacy (All Students)

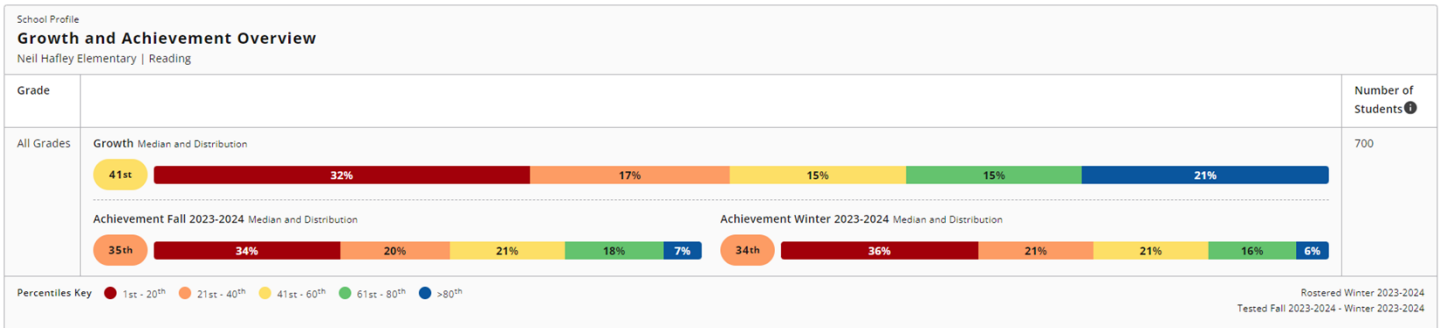
CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	25.31	22.54
Female	27.23	20.47
Male	23.62	24.53
American Indian or Alaska Native	--	--
Asian	33.33	30.77
Black or African American	--	9.09
Filipino	30.77	38.89
Hispanic or Latino	22.15	20.00
Native Hawaiian or Pacific Islander	--	--
Two or More Races	23.53	41.18
White	31.78	24.76
English Learners	7.69	3.03
Foster Youth	--	0
Homeless	--	--
Military	--	--
Socioeconomically Disadvantaged	18.75	16.83
Students Receiving Migrant Education Services	--	--
Students with Disabilities	14.10	5.00

CAASPP Results
Mathematics (All Students)

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	12.30	16.38
Female	8.12	12.40
Male	16.21	20.22
American Indian or Alaska Native	--	--
Asian	14.29	33.33
Black or African American	--	9.09
Filipino	15.38	42.11
Hispanic or Latino	8.86	12.09
Native Hawaiian or Pacific Islander	--	--
Two or More Races	12.50	23.53
White	21.70	21.90
English Learners	2.86	6.93
Foster Youth	--	0
Homeless	--	--
Military	--	--
Socioeconomically Disadvantaged	9.09	14.01
Students Receiving Migrant Education Services	--	--
Students with Disabilities	3.85	2.50

Data

Neil Hafley Elementary



Student Growth Summary Report

Aggregate by School

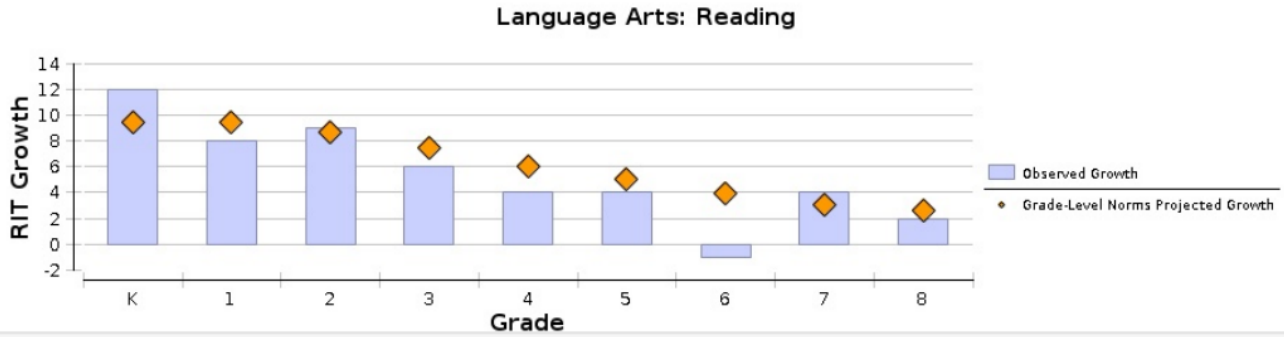
Term: Winter 2023-2024
District: Manteca Unified School District

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

Neil Hafley Elementary

Language Arts: Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	31	140.3	7.6	76	151.8	9.5	86	12	1.4	9.4	1.49	93	31	19	61	68
1	71	146.9	11.6	5	155.1	12.4	3	8	1.1	9.5	-0.87	19	71	29	41	30
2	75	161.9	13.4	5	170.9	14.3	6	9	1.0	8.7	0.23	59	75	34	45	39
3	73	179.0	16.0	14	184.8	16.2	10	6	1.0	7.5	-1.38	8	73	32	44	37
4	88	189.6	17.9	16	194.0	17.4	12	4	1.0	6.1	-1.40	8	88	39	44	41
5	92	191.5	17.8	3	195.2	16.4	2	4	1.1	5.0	-1.18	12	92	40	43	32
6	78	202.0	16.4	13	200.8	17.0	3	-1	1.2	3.9	-5.15	1	78	22	28	25
7	103	209.2	13.0	25	212.7	13.7	27	4	0.8	3.0	0.49	69	103	59	57	54
8	97	215.7	11.6	38	217.7	12.0	36	2	0.7	2.6	-0.50	31	97	51	53	53



NEIL HAFLEY SCHOOL

MAP Site-District Norm Mean RIT Comparisons

Reading 2023-2024

Those RIT Scores highlighted have met or exceeded the District Mean RIT.

Class by Grade Level	Fall Mean RIT	Winter Mean RIT	Spring Mean RIT	District Mean RIT
K Teacher 1				145.2
K Teacher 2		156.5		
K Teacher 3				
1st Tchr 1	148.7	157		158.2
1st Tchr 2	148.3	154.8		
1st Tchr 3	145.6	150.7		
2nd Tchr 1	164	174.5		173.3
2nd Tchr 2	158.9	167.8		
2nd Tchr 3	165.2	172.7		
3rd Tchr 1	178	186.4		185.6
3rd Tchr 2	178.7	183		
3rd Tchr 3	182.8	184.3		
4th Tchr 1	188.2	194		194.9
4th Tchr 2	190.2	197.2		
4th Tchr 3	193.4	195.1		
5th Tchr 1	199.8	198.7		201.4
5th Tchr 2	194	199.2		
5th Tchr 3	186.6	191.5		
6th Tchr 1	201.8	208.2		207.5
6th Tchr 2	204.5	198.4		
6th Tchr 3	203.8	197.6		
7th Tchr 1	210.4	217.1		213.6
7th Tchr 2	213.5	213.3		
7th Tchr 3	207.8	210.9		
8th Tchr 1	214.6	215.4		217.9
8th Tchr 2	218.9	220.7		
8th Tchr 3	215.3	219.1		

NEIL HAFLEY SCHOOL

MAP Site Number of Students Not Meeting District Mean RIT

Winter 2024

Reading

Grade	District Mean RIT	Number of Students Assessed	Number of Students Not Meeting District Mean RIT
Kindergarten	145.2	51	34
First Grade	158.3	78	24
Second Grade	173.3	82	36
Third Grade	185.6	79	41
Fourth Grade	194.9	91	50
Fifth Grade	201.4	96	38
Sixth Grade	207.5	86	35
Seventh Grade	213.7	108	56
Eighth Grade	217.9	105	58

Mathematics

Grade	District Mean RIT	Number of Students Assessed	Number of Students Not Meeting District Mean RIT
Kindergarten	149.5	81	34
First Grade	165.3	80	21
Second Grade	177.4	82	45
Third Grade	188.5	78	36
Fourth Grade	199	91	36
Fifth Grade	205.3	96	31
Sixth Grade	212.1	86	38
Seventh Grade	218.6	108	50
Eighth Grade	225.5	105	52

NEIL HAFLEY LEARNING WALK DATA 2023-2024

Date	Total Number Walks	Essential Standards	Base Core Curriculum	Fundations /Supplemental	More student talk...	Less helpful	Variety of questioning	Notice	Wonder	How about	Note:
11-Aug	41	33	26	12	22	26	14	24	9	1	
13-Sep	26	21	21	7	16	20	13	28	15	14	
18-Sep	15	11	11	3	8	7	2	11	6	6	PBIS
25-Sep	17	17	17	8	14	14	13	17	7	4	ELD
25-Sep	11	10	10	4	9	10	6	10	4	1	ELD
4-Oct	15	14	13	0	13	14	9	15	14	5	New Teachers
24-Oct	31	21	31	24	5	13	7	28	28	14	SPED
26-Oct	24	22	20	6	5	1	2	20	15	17	
6-Nov	3	3	3	1	0	0	2	3	3	3	Prin
7-Nov	21	20	19	7	18	17	13	21	13	5	Pull-out Day
29-Nov	23	17	21	8	6	3	3	19	18	12	
4-Dec	4	1	4	1	3	4	2	4	1	0	ELD
8-Dec	6										Students
13-Dec	1	1	1	0	1	1	1	1	1	1	ELD
17-Jan	24	18	21	6	9	13	7	23	18	3	
26-Jan	4	3	3	3	1	2	2	4	3	0	
13-Feb	5	5	5	1	1	2	3	5	5	3	
7-Mar	3	3	2	0	2	2	1	3	3	2	
Total	274	220	228	91	133	149	100	236	163	91	

1st Grade Student in 2023-2024 Reading Intervention	Fall 2023-Spring 2024 MAP Growth in ***Reading***	**Met Projected Growth**	**MAP Reading Growth**
Student 1	+19	Yes	High Growth 63rd percentile
Student 2	+18	Yes	High Growth 60th percentile
Student 3	+6	No	Low Growth 10th percentile
Student 4	+10	No	Low Growth 19th percentile
Student 5	+25	Yes	High Growth 87th percentile
Student 6	+16	Yes	High Growth 51st percentile

6th Grade Student in 2023-2024 Reading Intervention	Fall 2023-Spring 2024 MAP Growth in Reading	Met Projected Growth	Growth
Student 1	+5	Yes	High Average Growth 76th percentile
Student 2	+15	Yes	High Growth 98th percentile
Student 3	+9	Yes	Average Growth 60th percentile
Student 4	+2	No	Low Growth 19th percentile
Student 5	+7	Yes	Average Growth 51st percentile
Student 6 *(data is from winter to spring; no fall data available)*	+11	Yes	High Growth 88th percentile
Student 7	+15	Yes	High Growth 82nd percentile
Student 8	+4	No	Low Growth 28th percentile

2023/2024 I.S. Intervention Groups

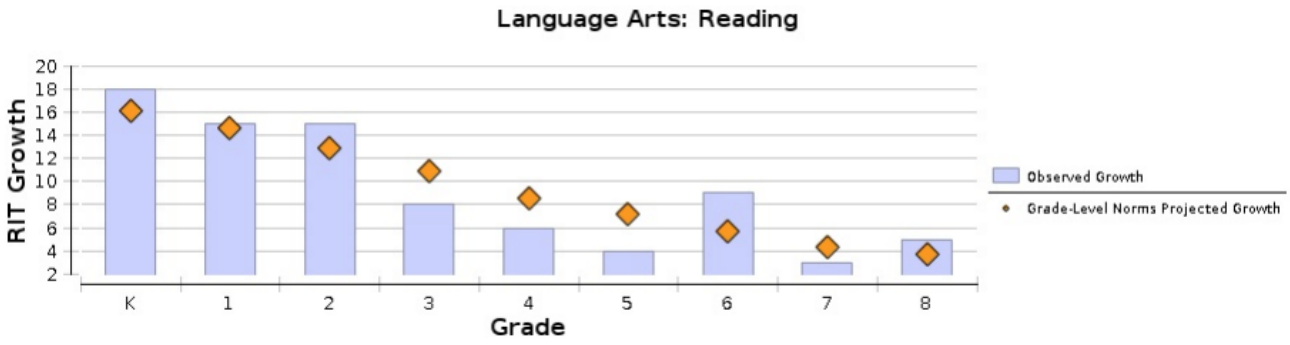
CORE fall-winter comparison

2nd grade	Name	a: letter names uppercase	b: letter names lower case	c: consonant sounds	d: long and short vowel sounds	e: short vowels in CVC words	f: consonant blends with short vowels	g: Short vowel digraphs	h:R-controlled vowels	i:long vowel spelling	j:Variant vowels	k: low frequency vowel & consonant spelling	l: multisyllabic words	total sounds from fall-winter	winter growth
	2nd grade student 1	24/26	23/26	15/18	10/9_	7/9/_	3/3/_	0/0	0/0	0/0/	0/0/	0/0/	0/0/	83/94	11 points
	2nd grade student 2	26/26	26/26	18/21	10/13_	7/9_	9/9_	6/6_	5/5_	7/7_	0/0_	0/0/_	0/0_	124/13	8 points
	2nd grade student 3	26/26	24/26	18/21		11/15_	11/13_	9/9/_	2/8_	12/12_	8/8_	1/1_	3/3_	133/15	17 points
	2nd grade student 4	26/26	24/24	14/20	6/10_	6/14_	12/12_	7/7_	4/4_	0/0/_	0/0/_	0/0/_	1/1_	100/11	18 points
	2nd grade student 5	26/26	25/25	19/21	8/10_	12/14_	8/12_	5/9_	0/0/_	4/4_	2/2_	0/0/_	0/0/_	109/12	14 points
	2nd grade student 6	26/25	24/25	18/20	10/9/	0/5/	1/1/	0/0/	0/0/	0/0/	0/0/	0/0/	0/0/	79/86	6 points
	2nd grade student 7	26/26	26/26	16/16	4/10_	5/5_	8/8_	6/6_	9/9_	0/0	0/0	0/0	0/0	110/12	11 points
	2nd grade student 8	22/24	20/21	10/16_	7/9_	0/3_	0/0	0/0	0/0/	0/0	0/0	0/0	0/0	59/73	14 points
	2nd grade student 9	26/26	24/26	18/21	7/10_	10/12_	2/9_	10/10_	2/2_	0/0	2/2_	0/0	0/0	101/11	17 points
5th grade															
	5th grade student 1	26/26/	26/26	20/20	5/7_	13/13_	10/8_	7/8_	9/13_	11/12_	11/13_	8/12_	10/17_	147/16	13 points
	5th grade student 2	26/26	26/26	15/20	3/10_	2/10_	2/3_	1/3_	0/0	1/1_	4/0_	0/0	1/0_	80/99	19 points
	5th grade student 3	26/26	26/26	18/20	8/10_	10/12_	9/10_	5/8_	6/8_	4/8_	5/10_	2/3_	1/9_	119/	23 points
	5th grade student 4	25/26	25/26	9/21_	4/7_	12/14_	11/12_	10/11_	11/13_	14/15	12/14_	8/10_	10/18_	145/17	27 points
	5th grade student 5	26/26	26/26	17/17	5/7/	15/15	13/14	12/14/	14/15	14/15	15/14	15/14	13/14	20/20	3 points
	5th grade student 6	26/26/	26/26	16/16	9/9/	15/15	12/12/	13/13	14/14	15/15/	15/15	15/15	23/23	179/17	same
	5th grade student 7	26/26	26/26	18/20	6/8/	11/15/	13/13	13/13	15/15	15/15	12/13/	11/13/	16/19/	168/18	12 points
	5th grade student 8	26/26	26/26	18/20	7/8/	11/12/	12/12/	10/12/	8/8/	5/7/	6/7/	3/2/	8/9/	137/14	5 points
	5th grade student 9	26/26	26/26	18/19	4/8/	14/13/	10/13/	11/12/	8/8/	11/11/	12/13/	6/11/	10/17/	148/16	15 points
	5th grade student 10	26/26	26/26	14/17	8/9/	10/11/	4/10/	8/7/	5/6/	6/9/	7/8/	3/7/	5/6/	118/13	18 points
	5th grade student 11	26/26	26/26	20/21	7/9/	14/15/	14/14/	12/14/	12/15/	15/15	13/14/	10/13/	18/21/	171/18	14 poitns
	5th grade student 12	26/26	26/26	20/20	9/9/	12/12/	10/10/	10/10/	9/9/	10/7/	9/9/	5/5/	10/10/	149/14	-5
	5th grade student 13	26/26/	26/26	16/21/	5/8/	14/15	14/14	14/14/	14/14	15/15	15/15	10/14/	17/21	171/18	13 points
	5th grade student 14	26/26/	26/24	19/20/	5/9/	6/12/	1/2/	3/3/	0/0/	0/0/	0/0/	0/0/	0/0/	86/96	10 points
	5th grade student 15	26/26	25/26	15/21	9/10/	15/15	15/14	13/15/	14/15/	15/15/	14/14/	13/13/	20/23/	177/18	10 points
	5th grade student 16	26/26	26/26	18/21	7/8/	15/15/	13/15	15/15	13/15/	15/15	15/15	12/14/	21/21/	177/18	11 points
	5th grade student 17	26/26	25/26	18/20	4/7/	12/9/	6/7/	3/3/	7/7/	4/6/	5/8/	2/4/	0/3/	112/12	11 points

Neil Hafley Elementary

Language Arts: Reading

		Comparison Periods							Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth				Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Grade-Level Norms: Projected School Growth	Grade-Level Norms: School Conditional Growth Index	Grade-Level Norms: School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	27	140.6	8.1	77	158.9	10.1	86	18	1.7	16.0	0.93	82	27	15	56	58
1	72	147.0	11.6	5	161.9	10.8	7	15	1.0	14.7	0.09	54	72	36	50	47
2	73	161.9	13.5	5	176.6	16.0	10	15	1.2	12.9	0.71	76	73	36	49	46
3	73	178.9	16.0	14	186.8	16.5	8	8	1.0	10.8	-1.39	8	73	25	34	35
4	89	189.6	17.7	16	195.9	15.6	11	6	1.1	8.6	-1.09	14	89	29	33	37
5	90	191.3	17.6	3	195.7	16.3	1	4	1.2	7.2	-1.41	8	90	33	37	32
6	74	202.0	16.4	13	210.7	14.7	25	9	1.1	5.7	1.74	96	74	46	62	66
7	100	209.5	13.0	26	212.3	13.9	20	3	0.8	4.4	-0.89	19	100	43	43	39
8	91	215.5	11.5	38	220.3	13.0	43	5	0.9	3.8	0.51	69	91	53	58	58



Data Analysis

CAASPP- With a focus on student growth, Neil Hafley examined the growth of student cohorts as they moved from one grade level on the CAASPP in the 2021-2022 school year to the next in the 2022-2023 school year. For example, students' scores from the end of their 3rd grade year were compared to the scores they received at the end of 4th grade. Through this lens, it was seen that all students made growth (shown below).

In CAASPP ELA, student cohorts made 91.4 points growth in mean scale score, an average of 18.28 points each year.
3rd (2022) to 4th grade (2023) = 49.8 points increase
4th (2022) to 5th grade (2023) = 2.4 points increase
5th (2022) to 6th grade (2023) = 18.2 points increase
6th (2022) to 7th grade (2023) = 10.7 points increase
7th (2022) to 8th grade (2023) = 10.3 points increase

Our current 6th graders have made the least amount of growth in both areas, according to CAASPP. For this reason, a targeted, small group, Reading intervention run by a .5 FTE intervention teacher has been focused on current 6th graders. Despite poor performance in the past, based on this year's NWEA MAP growth it would seem they may do better on this year's CAASPP. It should be mentioned that this cohort also had a high number of behavioral incidents, including suspensions, which will be addressed in the safety section of this plan.

CAASPP ELA data was reviewed for disproportionality. The percentages of students who met or exceeded standards in ELA (22.54) were compared to the percentages of subgroups. Fewer female students (20.47) met or exceeded standards in ELA. In ELA, fewer Black (9.09), EL (3.03), SED (16.83) and SWD (5.00) met or exceeded standards.

NWEA School Profile- This year, a School Profile Report was made available to sites. Fall to winter Reading Achievement for 2023-2024 went from 46% in the yellow, green and blue bands to 43%. Reading Growth, on the other hand, included 51% of students in the yellow, green or blue.

NWEA MAP Growth- In the fall of 2023, 270 (50%) students out of 587 who were assessed using the NWEA MAP met their growth projections in Reading. Grade level analysis showed that students in grades 2-4 having prior exposure to Fundations, a supplemental Reading program, had a higher median conditional growth percentile on the fall assessment.

In the winter of 2024, 325 (46%) students out of 708 who were assessed met their growth projections in Reading. Grade level analysis showed that students in grades K, 2, and 7 met growth in Reading.

NWEA MAP Site-District Mean RIT- For several years now, Neil Hafley has been tracking data that compares site Mean RIT scores to the district. In the fall of 2023, 9-out-of-24 classes met or exceeded the district Mean RIT in Reading. In the winter of 2024, 9-out-of-27 classes met or exceeded the district Mean RIT in Reading.

NWEA MAP Site Number of Students Not Meeting District Mean RIT- Neil Hafley has also identified the number of students who have not met district Mean RIT, by grade. On the winter Reading assessment, 48% of students were not meeting district Mean RIT. In the fall, 51% were not meeting. More 1st graders (54 or 69%), 5th graders (58 or 60%) and 6th graders (51 or 59%) are meeting or exceeding district Mean RIT than in any other grade based on fall to winter comparisons. Not all of the classes who met district Mean RIT in Reading in the fall continued to meet district Mean RIT in the winter however 2-out-of-3 classes in grades 4 and 8 consistently met this benchmark.

Learning Walks- Learning walks are brief classroom visits which are conducted by teachers and administrators to examine the learning that is taking place and identify specific strategies and supports that are aligned to district and site initiatives. Two-hundred and seventy-four learning walks have been conducted this school year. A review of learning walk data at Neil Hafley indicates strong use of the core curriculum to provide instruction in essential standards. Data collected on the use of engagement strategies, including formative assessment strategies other than calling on a raised hand, indicate that teachers would benefit from further training in this area.

NWEA Reading MAP Data for First Grade Students in Reading Intervention Program (with Intervention Teacher)- Based on the MAP NWEA Reading assessment, first grade students in the red (low) or orange (low average) and did not meet projected growth from the Fall to Fall 2023-2024 were identified as students that would benefit from reading intervention support. All first-grade students who participated in the reading intervention program made growth on the NWEA MAP reading assessment from Fall 2023 to Spring 2024. Four out of the six students (or 2/3) had high growth. Sixty-seven percent of the first-grade students who participated in the reading intervention program met their projected growth in reading for MAP. Two out of the six students experienced low growth. Students 1,2,5, and 6 made more progress than 51% to 87% of their peers.

NWEA Reading MAP Data for Sixth Grade Students in Reading Intervention Program (with Intervention Teacher)- Based on the MAP NWEA Reading assessment, sixth grade students in the red (low) or orange (low average) and did not meet projected growth from the Fall to Fall 2023-2024 were identified as students that would benefit from reading intervention support. All sixth grade students who participated in the reading intervention program made growth on the NWEA MAP reading assessment from Fall 2023 to Spring 2024. Seventy-five percent of the sixth-grade students who participated in the reading intervention program met their projected growth in reading for MAP. Student 4 and Student 6 did not meet the projected MAP growth. Prior to this year, Student 6 received special education services and the family denied services this year. Two out of the eight made average growth. Four-out-of-eight students who participated in the intervention program had high or high average growth. Students 1, 2, 6, and 7 made more progress than 76%-98% of their peers.

CORE Phonics Assessment (with Instructional Specialist)- Intervention groups for reading were based on fall NWEA data. Students in intervention groups showed a significant need for foundational phonics skills. Groups were given a pre- and post-test of the entire CORE phonics assessment measuring from letter name recognition through multisyllabic reading skills.
*2nd graders were seen for intervention using Fundations level 2
*5th graders were seen for intervention using Just Words

*Students showed growth in various sections of the CORE fall-winter. Of the 9 second graders assessed, all 9 made growth from fall-winter with a greater projection to spring. Of the 17 fifth graders assessed, 15 made growth.
*While the spring CORE has not yet been administered at the time this plan was written, more growth is expected.

NWEA MAP Growth in Reading for Subgroups- Upon identifying disproportionality in CAASPP ELA Results, Neil Hafley reviewed NWEA MAP Reading Growth results for those same subgroups. Three-hundred-thirty-six students (41.12) met Reading Growth, overall, from fall to spring. In looking at fall to spring Reading growth results by subgroup, the following was true:
Black (44.11) met growth
English Learner (28.16) met growth
SED (04.97) met growth
SWD (63.29) met growth
The SED subgroup shows the greatest disproportionality.

Student Need 1:

Neil Hafley students need access to essential standards in Reading through effective tier 1 instruction in the adopted core curriculum with support from supplemental materials.

SMART Goal 1

Goal 1: By June of 2027, student cohorts will make an average increase of 18 points on CAASPP ELA, annually, for a total of 54 points growth in mean scale score over the 3-year period.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teacher training will be provided in the areas of Essential Standards in Reading, implementation of the Core Curriculum and strategies that increase student engagement. Training will take place on 2-out-of-4 Early Release Wednesdays per month (contingent on on-going approval), pull-out days using substitute coverage, and conferences within and outside of the district.	Professional Learning Agendas- Number of professional learning agendas showing strong evidence of focus on Essential Standards in Reading, implementation of the Core Curriculum and strategies that increase student engagement Learning Walk Data- Number of learning walks showing strong evidence of Essential Standards in Reading, implementation of the Core Curriculum and strategies that increase student engagement	In April of 2024, Professional learning agendas No Evidence- 23 Some Evidence- 8 Strong Evidence- 7 Learning Walk Data In March of 2024, 220-out-of-274 (80%) learning walks verified instruction in essential standards. In March of 2024, 228-out-of-274 (83%)	In May of 2025, Professional Learning agendas Total Number of Professional Learning opportunities at site- 51 No Evidence- 42 Some Evidence- 2 Strong Evidence- 7 This action is considered to have been met despite the lower number of Reading-specific agendas due			Time Money People

	Data related to Cycle 1 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B55D19646-7356-4009-AFAD-3862928D094B%7D&file=Progress%20Monitoring%202024-2025.pptx&action=edit&mobileredirect=true	learning walks verified implementation of core curriculum. In March of 2024, a range of 100 to149-out-of-274 (36-54%) learning walks verified utilization of engagement strategies.	to the fact that many agendas, particularly in the beginning of the year, were focused on the implementation of Standards-Based Report Cards, the PLC process, the Learning Walk process and assessment procedures that did provide indirect support to strengthening student performance in Reading. Learning Walk Data In May of 2025, 142-out-of-201 (71%) learning walks verified instruction in essential standards. In May of 2025, 147-out-of-201 (73%) learning walks verified implementation of core curriculum. In May of 2025, a range of 69 to 126-out-of-201 (34-63%) learning walks verified utilization of engagement strategies.			

In addition to formal teacher training, teachers will participate in collaboration outside of their workday and will receive release time for planning and peer observation in order to further implementation of what they have learned.	Learning Walk Data-Number of learning walks verifying strong evidence of instruction in Essential Standards in Reading, implementation of the Core Curriculum, ELD and engagement strategies	Learning Walk Data In March of 2024, 220-out-of-274 (80%) learning walks verified instruction in essential standards. In March of 2024, 228-out-of-274 (83%) learning walks verified implementation of core curriculum. In March of 2024, a range of 100 to149-out-of-274 (36-54%) learning walks verified utilization of engagement strategies.	Learning Walk Data In May of 2025, 142-out-of-201 (71%) learning walks verified instruction in essential standards. In May of 2025, 147-out-of-201 (73%) learning walks verified implementation of core curriculum. In May of 2025, a range of 69 to 126-out-of-201 (34-63%) learning walks verified utilization of engagement strategies. In addition to the Learning Walks that were documented, the ILT developed and implemented a Learning Walk Rubric. More time will be needed to work with the staff on using the Learning Walk Rubric. This action is considered to have been met.			Time Money People
An Instructional Specialist will provide additional,	Professional Learning Agendas-	In April of 2024, 4 professional	In May of 2025, 8 professional			Time Money People

needs-based collaboration and training to support district and site initiatives including instruction in Essential Standards in Reading, implementation of the Core Curriculum and strategies that increase student engagement. Training will take place 2 times per month on days other than Wednesday.	Number of professional learning agendas showing strong evidence of collaboration and training facilitated by the Instructional Specialist	learning agendas and sign-in sheets had been collected from the Instructional Specialist.	learning agendas and sign-in sheets had been collected from the Instructional Specialist. This action is considered to have been met.			
An Intervention Teacher will provide additional, needs-based collaboration and training to support district and site initiatives including instruction in Essential Standards in Reading, implementation of the Core Curriculum and strategies that increase student engagement. Training will take place 2 times per month on days other than Wednesday.	Professional Learning Agendas- Number of professional learning agendas showing strong evidence of collaboration and training facilitated by the Intervention Teacher	In April of 2024, 6 professional learning agendas and sign-in sheets had been collected.	Based on the MUSD Essential Job Responsibilities for Intervention Teachers, teacher training offered by the Intervention Teacher was discontinued.			Time Money People
Implementation of Essential Standards in Reading, the Core curriculum and strategies that increase student engagement will be monitored by the Administrative and Instructional	Instructional Leadership Team Agendas- Number of ILT agendas showing strong evidence of monitoring practices including data review and identification of trends in learning	In March of 2024, 5 ILT agendas and sign-in sheets had been collected. No Evidence- 0 Some Evidence- 3 Strong Evidence- 2	In May of 2025, 8 ILT agendas and sign-in sheets had been collected. Of those collected, those that focused on Essential			Time Money People

Leadership Team on 2-out-of-4 Wednesdays per month.	walks and plc protocols		Standards in Reading, the Core Curriculum and strategies that increase student engagement were: No Evidence- 2 Some Evidence- 4 Strong Evidence- 2 This action is considered to have been met.			
The Administrative and Instructional Leadership Teams will engage in monthly collaboration to conduct Learning Walks, examine data, review educational research around best practices and plan training.	Learning Walks- Number of learning walks conducted, by month	In March of 2024, 274 learning walks had been conducted. The walks are broken down by month, below: Aug = 41 Sept = 69 Oct = 70 Nov = 47 Dec = 11 Jan = 28 Feb = 5 March= 3	In May of 2025, learning walks had been conducted. The walks are broken down by month, below: Aug = 50 Sept = 22 Oct = 34 Nov = 35 Dec = 0 Jan = 0 Feb = 48 March = 0 April = 12 Learning Walks were intentionally more frequent in Cycle 1 to identify needs for professional learning that would take place in Cycle 2 and 3. It is recommended that the new administration schedule			Money

			learning walks when planning the school year. This action is considered to have been met.			
In order to address disproportionality of SED students, both in-person and virtual educational excursions designed to enrich understanding of the Essential Standards in Reading will be provided.	Field Trip Request Forms- Number of educational excursions related to essential standards in Reading that also include SED students.	In March of 2024, 3 educational excursions related to essential standards in Reading had taken place.	In May of 2025, 2 educational excursions related to essential standards in Reading had taken place. This action is considered to have been met.			Time Money People
Students will have access to supplemental materials to support understanding in Reading, including novel sets that expand on the stories included in the Core Curriculum.	Teacher Lesson Plans- Number of weekly teacher lesson plans indicating the use of novels to supplement the Core Curriculum	In April of 2024, 26 weekly teacher lesson plans have indicated the use of novels to supplement the Core Curriculum.	In May of 2025, 32 weekly teacher lesson plans have indicated the use of novels to supplement the Core Curriculum. This action is considered to have been met.			Money
Teachers will prepare and provide information in multiple formats and languages to help engage parents from subgroups in support of their student's learning.	Fliers and Agendas for Parent Information Nights- Number of fliers and agendas showing a focus on the area of Reading	By spring of 2024, 1 parent engagement night had been held that was focused on the area of Reading.	By spring of 2025, 1 parent engagement night had been held that was focused on the area of Reading. This action is considered to have been met.			Time Money People

Childcare will be provided during parent information nights, parent meetings and community engagement events.	Classified Timesheets- Number of hours time-sheeted for childcare during parent meetings.	In April of 2024, 4 hours had been time-sheeted for childcare.	In May of 2025, 3 hours had been time-sheeted for childcare. This action is considered to have been met.			
An Annual Female Empowerment Day will be held on campus to address disproportionality between the achievement of male and female students in Reading.	Flier, program including topics to promote achievement in Reading and sign-in sheet for Annual Female Empowerment Day.	In February of 2024, an Annual Female Empowerment Day had been held which included activities and speakers that promote the development of confidence in Reading.	In February of 2025, an Annual Female Empowerment Day had been held which included activities and speakers that promote the development of confidence in Reading. This action is considered to have been met.			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Fall 2024 Benchmark- student cohorts will make an average increase of 18 points on CAASPP ELA, annually. Based on the results of the Spring 2024 CAASPP administration, Neil Hafley met and exceeded the goal of 18 points growth in mean scale score for each grade level.	In CAASPP ELA, student cohorts made 195 points growth in mean scale score compared to 91.4 points last year. This is an average of 39 points per year compared to the average 18.28 point increase last year. 3rd (2023) to 4th grade (2024) = 38.6 points increase 4th (2023) to 5th grade (2024) = 22.4 points increase 5th (2023) to 6th grade (2024) = 59.7 points increase 6th (2023) to 7th grade (2024) = 32.3 points increase 7th (2023) to 8th grade (2024) = 42 points increase	Professional Learning has been directed to implementing Neil Hafley's three Instructional Norms to increase engagement. These include, "Be Less Helpful" to develop student agency; "More Student Talk, Less Teacher Talk," to develop academic discourse; and "Use a Variety of Questioning Techniques" to involve all students in	Refine

	Data related to Cycle 1 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B55D19646-7356-4009-AFAD-3862928D094B%7D&file=Progress%20Monitoring%202024-2025.pptx&action=edit&mobileredirect=true Learning Walks are considered to be one of the most effective ways to measure classroom implementation of signature strategies. Learning Walk Data for Cycle 1 is summarized below: In November of 2024, 110-out-of-141 (78%) learning walks verified instruction in essential standards. In November of 2024, 108-out-of-141 (77%) learning walks verified implementation of core curriculum. In November of 2024, a range of 54-96-out-of-141 (38-68%) learning walks verified utilization of engagement strategies. This data shows a decline in the use of engagement strategies, particularly the use of a variety of question techniques.	expressing understanding.	
Cycle 2: Winter 2025 Benchmark-while the CAASPP is an annual assessment, the site progress monitors the actions that focus on achieving this goal.	Data related to Cycle 2 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B99F85C7A-2AFA-4626-9A82-6EFEB9E1863B%7D&file=Progress%20Monitoring%20Cycle%202%202024-2025.pptx&action=edit&mobileredirect=true Based on the outcome of learning walk data from Cycle 1, the ILT sought to strengthen the PLC process through introduction of a rubric and training for grade levels who demonstrated the greatest need. Although fewer learning	Site-directed time on early release Wednesdays and optional professional development provided by the instructional specialist will continue to be focused on Reading, including the Fundations supplemental curriculum, for kindergarten, first and second grades. A PLC rubric was implemented by the ILT. Agendas and PLC documentation will be analyzed by the ILT to ensure the site remains	Refine

	walks were completed in Cycle 2, a rubric was added to help calibrate the findings in learning walks and help make the data more meaningful. The Instructional Specialist also continues to provide voluntary professional learning opportunities aligned to the areas of engagement strategies and questioning techniques identified in Cycle 1 learning walks. In addition, the Instructional Specialist is working strategically with kindergarten on Fundations implementation with fidelity.	on track. A learning walk rubric was also implemented. A schedule waiver was submitted to district and MEA to continue the early release Wednesday model for the coming year. At the start of Cycle 2, it was pointed out that the intervention teacher's funding does not allow her to provide teacher training. Therefore, that action was discontinued. Female Empowerment Day was held and incorporated a variety of learning related to developing students' positive self-concept and self-esteem.	
Cycle 3: Spring 2025 Benchmark- while the CAASPP is an annual assessment, the site progress monitors the actions that focus on achieving this goal.	Data related to Cycle 3 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7BD508AF30-F76F-4935-BC83-4CE21F9F8315%7D&file=Progress%20Monitoring%20Cycle%203%202024-2025.pptx&action=edit&mobileredirect=true After providing guided practice in the PLC process during site Professional Learning on Early Release Wednesdays and facilitating team use of the Rubric, teams were given an opportunity to rate themselves on the Stages of Team Development on Wednesday, April 30. The Administrative Leadership Team met later that day to review the team ratings, compare those ratings to T3 data, and determined next steps.	In Cycle 3, the ILT sought to further strengthen and refine the PLC process while circling back to collect additional data through learning walks. Involuntary changes of teacher grade level assignments for the 2025-2026 school year were implemented to provide strong teacher leadership at each grade level. In addition to these changes, the current Administrative Leadership Team will recommend changes to the structure of the Instructional Leadership Team and encourage	Refine

		participation of key individuals on the team.	

Progress Monitoring 25-26

SMART Goal 2

Goal 2: By June of 2027, the percentage of students who meet their growth projections on the NWEA MAP Reading assessment will increase by a minimum of 30%.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teacher training will be provided in the areas of Essential Standards in Reading, implementation of the Core Curriculum and strategies that increase student engagement. Training will take place on 2-out-of-4 Early Release Wednesdays per month (contingent on on-going approval), pull-out days using substitute coverage, and conferences within and outside of the district.	Professional Learning Agendas- Number of professional learning agendas showing strong evidence of focus on Essential Standards in Reading, implementation of the Core Curriculum and strategies that increase student engagement Learning Walk Data- Number of learning walks showing strong evidence of Essential Standards in Reading, implementation of the Core Curriculum and strategies that increase student engagement	In April of 2024, Professional learning agendas No Evidence- 23 Some Evidence- 8 Strong Evidence- 7 Learning Walk Data In March of 2024, 220-out-of-274 (80%) learning walks verified instruction in essential standards. In March of 2024, 228-out-of-274 (83%) learning walks verified implementation of core curriculum. In March of 2024, a range of 100 to149-out-of-274 (36-54%) learning walks verified utilization of	In May of 2025, Professional Learning agendas Total Number of Professional Learning opportunities at site- 51 No Evidence- 42 Some Evidence- 2 Strong Evidence- 7 This action is considered to have been met despite the lower number of Reading-specific agendas due to the fact that many agendas, particularly in the beginning of the year, were focused on the implementation of Standards-Based Report Cards, the PLC			Time Money People

		engagement strategies.	process, the Learning Walk process and assessment procedures that did provide indirect support to strengthening student performance in Reading. Learning Walk Data In May of 2025, 142-out-of-201 (71%) learning walks verified instruction in essential standards. In May of 2025, 147-out-of-201 (73%) learning walks verified implementation of core curriculum. In May of 2025, a range of 69 to 126-out-of-201 (34-63%) learning walks verified utilization of engagement strategies.			
In additional to formal teacher training, teachers will participate in collaboration outside of their workday and will receive release time for planning and peer observation in order to further implementation of	Learning Walk Data-Number of learning walks verifying strong evidence of instruction in Essential Standards in Reading, implementation of the Core Curriculum, ELD and engagement strategies	In March of 2024, 220-out-of-274 (80%) learning walks verified instruction in essential standards. In March of 2024, 228-out-of-274 (83%) learning walks verified implementatio	Learning Walk Data In May of 2025, 142-out-of-201 (71%) learning walks verified instruction in essential standards. In May of 2025, 147-out-of-201 (73%) learning walks			Time Money People

what they have learned.		n of core curriculum. In March of 2024, a range of 100 to149-out-of-274 (36-54%) learning walks verified utilization of engagement strategies.	verified implementation of core curriculum. In May of 2025, a range of 69 to 126-out-of-201 (34-63%) learning walks verified utilization of engagement strategies. In addition to the Learning Walks that were documented, the ILT developed and implemented a Learning Walk Rubric. More time will be needed to work with the staff on using the Learning Walk Rubric. This action is considered to have been met.			
Implementation of Essential Standards in Reading, the Core curriculum and strategies that increase student engagement will be monitored by the Administrative and Instructional Leadership Team on 2-out-of-4 weeks per month.	Instructional Leadership Team Agendas- Number of ILT agendas showing strong evidence of monitoring practices including data review and identification of trends in learning walks and plc protocols	In March of 2024, 5 ILT agendas and sign-in sheets had been collected. No Evidence- 0 Some Evidence- 3 Strong Evidence- 2	In May of 2025, 8 ILT agendas and sign-in sheets had been collected. Of those collected, those that focused on Essential Standards in Reading, the Core Curriculum and strategies that increase student engagement were:			Time Money People

			No Evidence- 2 Some Evidence- 4 Strong Evidence- 2 This action is considered to have been met.			
The Administrative and Instructional Leadership Teams will engage in monthly collaboration to conduct Learning Walks, examine data, review educational research around best practices and plan training.	Learning Walks- Number of learning walks conducted, by month	In March of 2024, 274 learning walks had been conducted. The walks are broken down by month, below: Aug = 41 Sept = 69 Oct = 70 Nov = 47 Dec = 11 Jan = 28 Feb = 5 March= 3	In May of 2025, learning walks had been conducted. The walks are broken down by month, below: Aug = 50 Sept = 22 Oct = 34 Nov = 35 Dec = 0 Jan = 0 Feb = 48 March = 0 April = 12 Learning Walks were intentionally more frequent in Cycle 1 to identify needs for professional learning that would take place in Cycle 2 and 3. It is recommended that the new administration schedule learning walks when planning the school year. This action is considered to have been met.			Time Money People

Students will take part in both in-person and virtual educational excursions designed to enrich understanding of the Essential Standards in Reading.	Field Trip Request Forms- Number of educational excursions related to essential standards in Reading	In March of 2024, 3 educational excursions related to essential standards in Reading had taken place.	In May of 2025, 2 educational excursions related to essential standards in Reading had taken place. This action is considered to have been met.			Time Money People
Students will have access to supplemental materials to support understanding in Reading, including novel sets that expand on the stories included in the Core Curriculum.	Teacher Lesson Plans- Number of weekly teacher lesson plans indicating the use of novels to supplement the Core Curriculum	In March of 2024, 26 weekly teacher lesson plans have indicated the use of novels to supplement the Core Curriculum.	In May of 2025, 32 weekly teacher lesson plans have indicated the use of novels to supplement the Core Curriculum. This action is considered to have been met.			Money
Teachers will prepare and provide information in multiple formats and languages to help engage parents in support of their student's learning.	Fliers and Agendas for Parent Information Nights- Number of fliers and agendas showing a focus on the area of Reading	By spring of 2024, 1 parent engagement night had been held that was focused on the area of Reading.	By spring of 2025, 1 parent engagement night had been held that was focused on the area of Reading. This action is considered to have been met.			Time Money People
Childcare will be provided during parent information nights, parent meetings and community engagement events.	Classified Timesheets- Number of hours time-sheeted for childcare during parent meetings	In April of 2024, 4 hours had been time-sheeted for childcare.	In May of 2025, 3 hours had been time-sheeted for childcare. This action is considered to have been met.			Money Time People

Students will receive incentives for academic growth and achievement during trimester assemblies.	Academic Awards in Reading- Number of academic awards given in the area of Reading	In March of 2024, 546 academic awards had been given in the area of Reading.	In May of 2025, 732 academic awards had been given in the area of Reading. This action is considered to have been met.			Time Money People
Fourth through 8th grade students who have shown low growth on the NWEA Reading Growth Report in fall, winter or spring will attend after school tutorial to support basic reading skills.	Reading Pre-/Post-Assessment Data- Number of students showing growth in a pre-/post assessment on informational text taught in the tutorial	A pre-/post-assessment will be administered to determine the baseline for this tutorial in the 2024-2025 school year.	This tutorial did not take place. This action was not met.			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Fall 2024 Benchmark-Increase the percentage of students who meet their growth projections on the NWEA MAP Reading assessment by 3.33 percentage points. Baseline data for each grade was collected from the spring administration of this test and compared to the results of the same students in their current grade. For example, the percentage of students who met projected growth in kindergarten in the spring of 2024 was compared to the percentage of students who met projected growth	Kindergarten students did not have previous assessment results therefore no growth was evaluated. Current 1st graders = -17 Current 2nd graders = -9 Current 3rd graders = +19 Current 4th graders = No change Current 5th graders = +17 Current 6th graders = +19 Current 7th graders = +11 Current 8th graders = +31 Instructional Leadership team members met to monitor progress on this goal on September 9, 2024, and members of the Safety Team, School Site Council and Associated Student Body met to monitor progress on September 26, 2024. They celebrated that the goal had been met in 3rd grade and above with the exception of 4th grade where they	Professional Learning has been directed to implementing Neil Hafley's three Instructional Norms to increase engagement. These include, "Be Less Helpful" to develop student agency; "More Student Talk, Less Teacher Talk," to develop academic discourse; and "Use a Variety of Questioning Techniques" to involve all students in expressing understanding.	Refine

in 1st grade in the fall of 2024. The results were shown as Increase (+) or Decrease (-).	had maintained at the same level. When analyzing Learning Walk data, the ILT attributed growth to strong evidence of using essential standards, use of the core curriculum and Fundations supplemental curriculum, as well as strong evidence of more student talk, less teacher talk. The ILT identified the need to incorporate a wider variety of questioning techniques to help teachers check for understanding and support the collection of evidence of student progress through more creative means, incorporating more oral and demonstration along with assessment. Data related to Cycle 1 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B55D19646-7356-4009-AFAD-3862928D094B%7D&file=Progress%20Monitoring%202024-2025.pptx&action=edit&mobileredirect=true Learning Walks are considered to be one of the most effective ways to measure classroom implementation of signature strategies. Learning Walk Data for Cycle 1 is summarized below: In November of 2024, 110-out-of-141 (78%) learning walks verified instruction in essential standards. In November of 2024, 108-out-of-141 (77%) learning walks verified implementation of core curriculum. In November of 2024, a range of 54-96-out-of-141 (38-68%) learning walks verified utilization of engagement strategies. This data shows a decline in the use of engagement strategies, particularly the use of a variety of question techniques.		
Cycle 2: Winter 2025 Benchmark-Increase the percentage of	Data related to Cycle 2 for all goals in this Strategic Plan is located in the following presentation:	Site-directed time on early release Wednesdays and	Refine

students who meet their growth projections on the NWEA MAP Reading assessment by 3.33 percentage points since the fall administration of the test.	https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B99F85C7A-2AFA-4626-9A82-6EFEB9E1863B%7D&file=Progress%20Monitoring%20Cycle%202%202024-2025.pptx&action=edit&mobileredirect=true Although fewer learning walks were completed in Cycle 2, a rubric was added to help calibrate the findings in learning walks and help make the data more meaningful. Three-out-of-eight grade levels (kindergarten did not take the fall MAP reading test) met the site goal. Those grade levels were 2nd, 4th, and 7th grades. In the fall, 3rd, 5th, 7th, and 8th met the goal.	optional professional development provided by the instructional specialist will continue to be focused on Reading, including the Fundations supplemental curriculum, for kindergarten, first and second grades. A PLC rubric was implemented by the ILT. Agendas and PLC documentation will be analyzed by the ILT to ensure the site remains on track. A learning walk rubric was also implemented. A schedule waiver was submitted to district and MEA to continue the early release Wednesday model for the coming year.	
Cycle 3: Spring 2025 Benchmark-Increase the percentage of students who meet their growth projections on the NWEA MAP Reading assessment by 3.33 percentage points since the winter administration of the test.	Data related to Cycle 3 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7BD508AF30-F76F-4935-BC83-4CE21F9F8315%7D&file=Progress%20Monitoring%20Cycle%203%202024-2025.pptx&action=edit&mobileredirect=true After providing guided practice in the PLC process during site Professional Learning on Early Release Wednesdays and facilitating team use of the Rubric, teams were given an opportunity to rate themselves on the Stages of Team Development on Wednesday, April 30. The Administrative Leadership Team met later that day to review the team ratings, compare those ratings to T3 data, and determined next steps.	In Cycle 3, the ILT sought to further strengthen and refine the PLC process while circling back to collect additional data through learning walks. Involuntary changes of teacher grade level assignments for the 2025-2026 school year were implemented to provide strong teacher leadership at each grade level. In addition to these changes, the current Administrative Leadership Team will recommend changes to the structure of the Instructional Leadership Team and encourage	Refine

	When comparing Winter to Spring, three-out-of-nine grade levels (1st, 5th, and 6th grades) met the site goal. When comparing cohorts from Spring of 2024 to Spring of 2025, four grade levels met or exceeded the goal. Those grades include 1st, 4th, 5th, and 7th.	participation of key individuals on the team.	

Progress Monitoring 25-26

SMART Goal 3

Goal 3: By June of 2027, 63% of classes will meet or exceed the district mean RIT in Reading.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teacher training will be provided in the areas of Essential Standards in Reading, implementation of the Core Curriculum and strategies that increase student engagement. Training will take place on 2-out-of-4 Early Release Wednesdays per month (contingent on on-going approval), pull-out days using substitute coverage, and conferences within and outside of the district.	Professional Learning Agendas- Number of professional learning agendas showing strong evidence of focus on Essential Standards in Reading, implementation of the Core Curriculum and strategies that increase student engagement Learning Walk Data- Number of learning walks showing strong evidence of Essential Standards in Reading, implementation of the Core Curriculum and strategies that increase student engagement	In April of 2024, Professional learning agendas No Evidence- 23 Some Evidence- 8 Strong Evidence- 7 Learning Walk Data In March of 2024, 220-out-of-274 (80%) learning walks verified instruction in essential standards. In March of 2024, 228-out-of-274 (83%) learning walks verified implementation of core curriculum. In March of 2024, a range	In May of 2025, Professional Learning agendas Total Number of Professional Learning opportunities at site- 51 No Evidence- 42 Some Evidence- 2 Strong Evidence- 7 This action is considered to have been met despite the lower number of Reading-specific agendas due to the fact that many agendas, particularly in the beginning of the year, were focused			Time Money People

		of 100 to149-out-of-274 (36-54%) learning walks verified utilization of engagement strategies.	on the implementation of Standards-Based Report Cards, the PLC process, the Learning Walk process and assessment procedures that did provide indirect support to strengthening student performance in Reading. Learning Walk Data In May of 2025, 142-out-of-201 (71%) learning walks verified instruction in essential standards. In May of 2025, 147-out-of-201 (73%) learning walks verified implementation of core curriculum. In May of 2025, a range of 69 to 126-out-of-201 (34-63%) learning walks verified utilization of engagement strategies.			
In additional to formal teacher training, teachers will participate in collaboration outside of their workday and will receive release	Learning Walk Data-Number of learning walks verifying strong evidence of instruction in Essential Standards in Reading, implementation of the Core Curriculum, ELD	In the winter of 2024, 220-out-of-274 (80%) learning walks verified instruction in essential standards.	Learning Walk Data In May of 2025, 142-out-of-201 (71%) learning walks verified instruction in			Time Money People

time for planning and peer observation in order to further implementation of what they have learned.	and engagement strategies	In the winter of 2024, 228-out-of-274 (83%) learning walks verified implementation of core curriculum. In the winter of 2024, a range of 100 to149-out-of-274 (36-54%) learning walks verified utilization of engagement strategies.	essential standards. In May of 2025, 147-out-of-201 (73%) learning walks verified implementation of core curriculum. In May of 2025, a range of 69 to 126-out-of-201 (34-63%) learning walks verified utilization of engagement strategies. In addition to the Learning Walks that were documented, the ILT developed and implemented a Learning Walk Rubric. More time will be needed to work with the staff on using the Learning Walk Rubric. This action is considered to have been met.			
Implementation of Essential Standards in Reading, the Core curriculum and strategies that increase student engagement will be monitored by the Administrative and Instructional Leadership Team on 2-out-of-4 weeks per month.	Instructional Leadership Team Agendas- Number of ILT agendas showing strong evidence of monitoring practices including data review and identification of trends in learning walks and plc protocols	In March of 2024, 5 ILT agendas and sign-in sheets had been collected. No Evidence- 0 Some Evidence- 3 Strong Evidence- 2	In May of 2025, 8 ILT agendas and sign-in sheets had been collected. Of those collected, those that focused on Essential Standards in Reading, the Core			Time Money People

			Curriculum and strategies that increase student engagement were: No Evidence- 2 Some Evidence- 4 Strong Evidence- 2 This action is considered to have been met.			
The Administrative and Instructional Leadership Teams will engage in monthly collaboration to conduct Learning Walks, examine data, review educational research around best practices and plan training.	Learning Walks- Number of learning walks conducted, by month	In March of 2024, 274 learning walks had been conducted. The walks are broken down by month, below: Aug = 41 Sept = 69 Oct = 70 Nov = 47 Dec = 11 Jan = 28 Feb = 5 March= 3	In May of 2025, 8 ILT agendas and sign-in sheets had been collected. Of those collected, those that focused on Essential Standards in Reading, the Core Curriculum and strategies that increase student engagement were: No Evidence- 2 Some Evidence- 4 Strong Evidence- 2 This action is considered to have been met.			Time Money People
Students will take part in both in-person and virtual educational excursions designed to enrich understanding of the Essential	Field Trip Request Forms- Number of educational excursions related to essential standards in Reading	In March of 2024, 3 educational excursions related to essential standards in	In May of 2025, 2 educational excursions related to essential standards in			Time Money People

Standards in Reading.		Reading had taken place.	Reading had taken place. This action is considered to have been met.			
Students will have access to supplemental materials to support understanding in Reading, including novel sets that expand on the stories included in the Core Curriculum.	Teacher Lesson Plans- Number of weekly teacher lesson plans indicating the use of novels to supplement the Core Curriculum	In March of 2024, 26 weekly teacher lesson plans have indicated the use of novels to supplement the Core Curriculum.	In May of 2025, 32 weekly teacher lesson plans have indicated the use of novels to supplement the Core Curriculum. This action is considered to have been met.			Money
Teachers will prepare and provide information in multiple formats and languages to help engage parents in support of their student's learning.	Fliers and Agendas for Parent Information Nights- Number of fliers and agendas showing a focus on the area of Reading	By spring of 2024, 1 parent engagement night had been held that was focused on the area of Reading.	By spring of 2025, 1 parent engagement night had been held that was focused on the area of Reading. This action is considered to have been met.			Time Money People
Childcare will be provided during parent information nights, parent meetings and community engagement events.	Classified Timesheets- Number of hours time-sheeted for childcare during parent meetings.	In April of 2024, 4 hours had been time-sheeted for childcare.	In May of 2025, 3 hours had been time-sheeted for childcare. This action is considered to have been met.			Money
Students will receive incentives for academic growth and achievement during trimester assemblies.	Academic Awards in Reading- Number of academic awards given in the area of Reading	In March of 2024, 546 academic awards had been given in the area of Reading.	In May of 2025, 732 academic awards had been given in the area of Reading.			Money

			This action is considered to have been met.			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Fall 2024 Benchmark- increase the percentage of classes that meet or exceed the district mean RIT in Reading on the NWEA MAP assessment. Results collected from the Class Profile which includes the site mean RIT, by class and grade, were compared to the same information in the District Profile report. Results were shared in an overall percentage of classes that met or exceeded district Mean RIT.	At this time, 67% of classes are meeting or exceeding the district mean RIT in Reading. We are currently exceeding our goal. Kindergarten = 2/3 classes met or exceeded district mean RIT 1st grade = 2/3 classes met or exceeded district mean RIT 2nd grade = 1/3 classes met or exceeded district mean RIT 3rd grade = 2/3 classes met or exceeded district mean RIT 4th grade = 2/3 classes met or exceeded district mean RIT 5th grade = 2/3 classes met or exceeded district mean RIT 6th grade = 2/3 classes met or exceeded district mean RIT 7th grade = 2/3 classes met or exceeded district mean RIT 8th grade = 3/3 classes met or exceeded district mean RIT Instructional Leadership team members met to monitor progress on this goal on September 9, 2024, and members of the Safety Team, School Site Council and Associated Student Body met to monitor progress on September 26, 2024. They celebrated that the goal had been met in 2/3 classes in most grade levels with the exception of 2nd grade. When analyzing Learning Walk data, the ILT attributed growth to strong evidence of using essential standards, use of the core curriculum, as well as strong evidence of more student talk, less teacher talk. The ILT identified the need to incorporate a wider variety of	The Administrative Leadership Team will monitor the Fundations program implementation, ensuring it is taught with fidelity. The Instructional Specialist will support teachers through Professional Learning including a pull-out day focused on Fundations with fidelity in November followed by afterschool PLC sessions.	Refine results by providing training for teachers in using a variety of questioning techniques.

	questioning techniques to help teachers check for understanding and support the collection of evidence of student progress through more creative means, incorporating more oral and demonstration along with assessment. Trimester 1 Learning Walk data indicated that teachers were not implementing Fundations supplemental curriculum with fidelity. Data related to Cycle 1 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B55D19646-7356-4009-AFAD-3862928D094B%7D&file=Progress%20Monitoring%202024-2025.pptx&action=edit&mobileredirect=true Learning Walks are considered to be one of the most effective ways to measure classroom implementation of signature strategies. Learning Walk Data for Cycle 1 is summarized below: In November of 2024, 110-out-of-141 (78%) learning walks verified instruction in essential standards. In November of 2024, 108-out-of-141 (77%) learning walks verified implementation of core curriculum. In November of 2024, a range of 54-96-out-of-141 (38-68%) learning walks verified utilization of engagement strategies. This data shows a decline in the use of engagement strategies, particularly the use of a variety of question techniques.		
Cycle 2: Winter 2025 Benchmark-Increase the percentage of students who meet or exceed the district mean RIT in Reading by 7% at each test administration.	Data related to Cycle 2 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B99F85C7A-2AFA-4626-9A82-	Site-directed time on early release Wednesdays and optional professional development provided by the instructional specialist will continue to be focused on	Refine

	6EFEB9E1863B%7D&file=Progress%20Monitoring%20Cycle%202%202024-2025.pptx&action=edit&mobileredirect=true Although fewer learning walks were completed in Cycle 2, a rubric was added to help calibrate the findings in learning walks and help make the data more meaningful. Fifteen-out-of-twenty-seven classes met or exceeded the district mean RIT in Reading. At this time, 56% of classes are meeting or exceeding the district mean RIT which is less than the 67% who were meeting or exceeding the district mean RIT in the winter.	Reading, including the Fundations supplemental curriculum, for kindergarten, first and second grades. A PLC rubric was implemented by the ILT. Agendas and PLC documentation will be analyzed by the ILT to ensure the site remains on track. A learning walk rubric was also implemented. A schedule waiver was submitted to district and MEA to continue the early release Wednesday model for the coming year.	
Cycle 3: Spring 2025 Benchmark-Increase the percentage of students who meet or exceed the district mean RIT in Reading by 7% at each test administration.	Data related to Cycle 3 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7BD508AF30-F76F-4935-BC83-4CE21F9F8315%7D&file=Progress%20Monitoring%20Cycle%203%202024-2025.pptx&action=edit&mobileredirect=true Fourteen-out-of-twenty-seven classes met or exceeded the district mean RIT in Reading. At this time, 52% of classes are meeting district mean RIT in the spring.	In Cycle 3, the ILT sought to further strengthen and refine the PLC process while circling back to collect additional data through learning walks. Involuntary changes of teacher grade level assignments for the 2025-2026 school year were implemented to provide strong teacher leadership at each grade level. In addition to these changes, the current Administrative Leadership Team will recommend changes to the structure of the Instructional Leadership Team and encourage participation of key individuals on the team.	Refine

Progress Monitoring 25-26

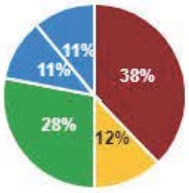
Progress Monitoring

Kindergarten

Foundational Skills Performance Breakdown

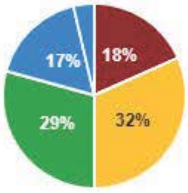
DECODING

Phonological Awareness



- Level 0: 38%
- Level 1: 12%
- Level 2: 28%
- Level 3: 11%
- Level 4: 11%
- Level 5: 0%

Phonics / Word Recognition



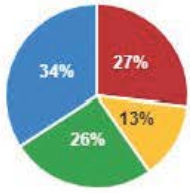
- Level 0: 18%
- Level 1: 32%
- Level 2: 29%
- Level 3: 17%
- Level 4: 4%
- Level 5: 0%

LANGUAGE COMPREHENSION

Listening Comprehension

- Below: 35%
- Approaching: 17%
- Meets: 26%
- Exceeds: 22%

Picture Vocabulary



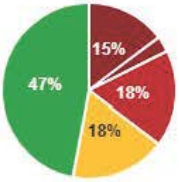
- Below: 27%
- Approaching: 13%
- Meets: 26%
- Exceeds: 34%

First Grade

Foundational Skills Performance Breakdown

DECODING

Phonological Awareness



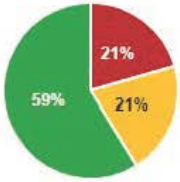
- Level 0: 15%
- Level 1: 3%
- Level 2: 18%
- Level 3: 18%
- Level 4: 47%
- Level 5: 0%

Phonics / Word Recognition

- Level 0: 3%
- Level 1: 10%
- Level 2: 15%
- Level 3: 29%
- Level 4: 43%
- Level 5: 0%

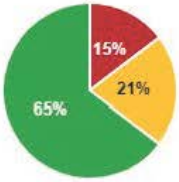
LANGUAGE COMPREHENSION

Listening Comprehension



- Below: 21%
- Approaching: 21%
- Meets: 59%
- Exceeds: 0%

Picture Vocabulary



- Below: 15%
- Approaching: 21%
- Meets: 65%
- Exceeds: 0%

1st Grade Student in 2023-2024 Reading Intervention	Fall 2023-Spring 2024 Growth in ***Reading Fluency in Decoding***	Spring 2024 Performance Level	Decoding Level (1-5)
Student 1	Phonological Awareness: +2 Levels Phonics/Word Recognition: +4 Levels	Phonological Awareness: Approaching grade level Phonics/Word Recognition: Approaching grade level	Student 1 is working at the phonemic manipulation level (4). Student 1 is working a the decodable: one-syllable level (4)
Student 2	Phonological Awareness: +2 Levels Phonics/Word Recognition: +1 Level	Phonological Awareness: Approaching grade level Phonics/Word Recognition: Approaching grade level	Student 2 is working at the phonemic manipulation level (4). Student 2 is working a the decodable: one-syllable level (4)
Student 3	Phonological Awareness: +1 Level Phonics/Word Recognition: +1 Level	Phonological Awareness: Approaching grade level Phonics/Word Recognition: Below grade level	Student 3 is working at the phonemic manipulation level (4) and the decodable CVC level (3).
Student 4	Phonological Awareness: +3 Levels Phonics/Word Recognition: Same Level	Phonological Awareness: Approaching grade level Phonics/Word Recognition: Below grade level	Student 4 is working at the phonemic manipulation level (4) and the letters in words level (2).
Student 5	Phonological Awareness: +2 Levels Phonics/Word Recognition: +2 Levels	Phonological Awareness: Approaching grade level Phonics/Word Recognition: Approaching grade level	Student 5 is working at the phonemic manipulation level (4) and decodable one syllable level (4).
Student 6	Phonological Awareness: +3 Levels Phonics/Word Recognition: +1 Level	Phonological Awareness: Approaching grade level Phonics/Word Recognition: Below grade level	Student 6 is working at the phonemic manipulation level (4) and decodable CVC level (3).

First Grade Inventory

Student 1

- In the fall, wrote letters/words at 70% success rate.
- In the spring, wrote letters/words at 95% success rate.
- In the fall, read words at 0% success rate.
- In the spring, read words at 56% success rate.

Student 2

- In the fall, wrote letters/words at 60% success rate.
- In the spring, wrote letters/words at 95% success rate.
- In the fall, read words at 32% success rate.
- In the spring, read words at 60% success rate.

Student 3

- In the fall, wrote letters/words at 60% success rate.
- In the spring, wrote letters/words at 90% success rate.
- In the fall, read words at 0% success rate.
- In the spring, read words at 16% success rate.

Student 4

- In the fall, wrote letters/words at 65% success rate.
- In the spring, wrote letters/words at 70% success rate.
- In the fall, read words at 0% success rate.
- In the spring, read words at 8% success rate.

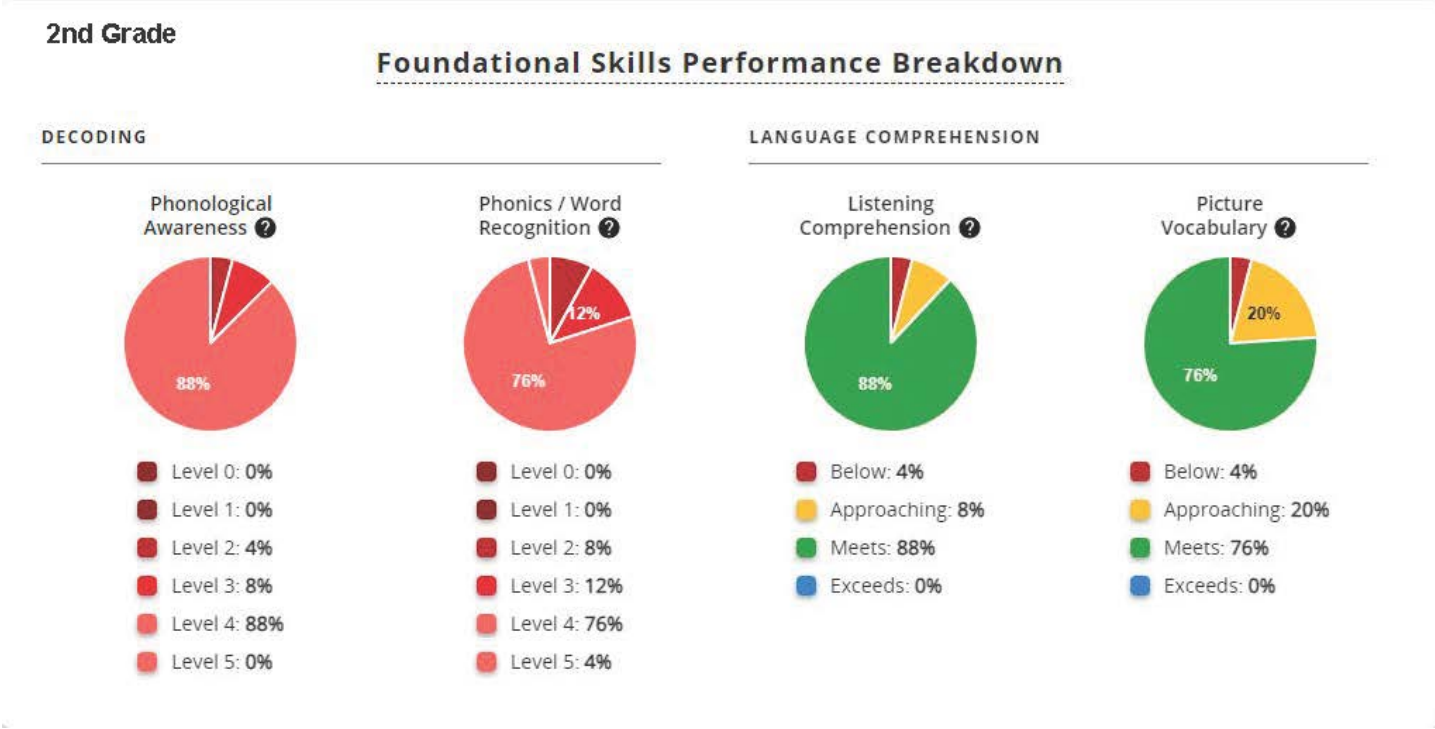
Student 5

- In the fall, wrote letters/words at 65% success rate.
- In the spring, wrote letters/words at 90% success rate.
- In the fall, read words at 4% success rate.
- In the spring, read words at 16% success rate.

Student 6

- In the fall, wrote letters/words at 55% success rate.
- In the spring, wrote letters/words at 65% success rate.
- In the fall, read words at 0% success rate.
- In the spring, read words at 12% success rate.

Data



Data Analysis

The images above show the Foundational Skills Performance Breakdown for grades Kindergarten, 1st and 2nd, respectively.

Kindergarten students show an increased percentage of students in Level 0. Thirty-eight percent of Kindergarten students assessed scored a Level 0 in Phonological Awareness in the winter compared with no students scoring at this level in the fall. In the winter, 18% of students scored a Level 0 in Phonics/Word Recognition compared to no students scoring a Level 0 in the fall. In Listening Comprehension, only 21% of Kindergarten students scored Below in the winter compared to 51% who scored Below in the fall. In Picture Vocabulary, only 27% of Kindergarten students scored Below in the winter compared to 35% who scored Below in the fall.

First grade students show an increased percentage of students in Levels 0-2. Thirty-six percent of 1st graders assessed scored in Levels 0-2 in Phonological Awareness in the winter compared to 26% scoring at these levels in the fall. In the winter, 28% of students scored a Level 0-2 in Phonics/Word Recognition compared to 27% of students scoring at these levels in the fall. In Listening Comprehension, only 21% of 1st graders scored Below in the winter compared to 33% who scored Below in the fall. In Picture Vocabulary, only 15% of 1st graders scored Below in the winter compared to 26% who scored Below in the fall.

Second grade students, on the other hand, show a decreased percentage of students in Levels 0-2. Four percent of 2nd graders assessed scored in Levels 0-2 in Phonological Awareness in winter compared to 14% scoring at these levels in the fall. In the winter, 8% of students scored a Level 0-2 in Phonics/Word Recognition compared to 7% of students scoring at these levels in the fall. In Listening Comprehension, only 4% of 2nd graders scored Below in the winter compared to 13% who scored Below in the fall. In Picture Vocabulary, only 4% of 2nd graders scored Below in the winter compared to 7% who scored Below in the fall.

NWEA MAP Reading Fluency Data (with Intervention Teacher)-
Student 1 advanced two levels in phonological awareness and four levels in phonics/word recognition.
Student 2 advanced two levels in phonological awareness and one level in phonics/word recognition.
Student 3 advanced one level in both phonological awareness and phonics/word recognition.
Student 4, who is an EL (Hispanic), advanced three levels in the phonological awareness.
Student 5 advanced two levels in both phonological awareness and phonics/word recognition.

Student 6 advanced three levels in phonological awareness and advanced one level in phonics/word recognition.

Fundations Intervention Placement Inventory Data (with Intervention Teacher)- Based on MAP NWEA Reading data, first grade students were recommended for the reading intervention program. In addition, students who were identified as “below grade level” from the MAP NWEA Reading Fluency in the Decoding section, either in phonological awareness and/or phonics/word recognition in the fall also would benefit from receiving reading intervention support. All students recommended for reading intervention were “flagged” on the NWEA Reading Fluency Assessment because “Student performance suggests possible reading difficulty. Monitoring and/or intervention may be appropriate to improve this student's outcomes.” Students that were “flagged," took an Intervention Placement Inventory assessment from Fundations in the fall (pre-assessment) and spring (post assessment) to confirm that the selected students would benefit from additional reading intervention support and to track student progress.

Student Need 2:

Neil Hafley students need opportunities to develop foundational reading skills through a supplemental curriculum designed for this purpose.

SMART Goal 1

Goal 4: By June of 2027, the percentage of students who score in Level 0 or Below in Kindergarten and Levels 0-2 or Below in 1st and 2nd grade will decrease by 30%.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Training will be provided for K-3 teachers in the area of developing foundational reading skills. Training will take place on 2-out-of-4 Early Release Wednesdays per month (contingent on on-going approval), pull-out days using substitute coverage, and conferences within and outside of the district.	Professional Learning Agendas- Number of professional learning agendas showing strong evidence of implementation of Fundations supplemental curriculum Learning Walk Data- Number of learning walks showing strong evidence of implementation of Fundations supplemental curriculum	In April of 2024, 3 professional learning agendas and sign-in sheets for Fundations, supplemental curriculum, had been collected. In spring of 2024, 91-out-of-274 (33%) learning walks have shown some evidence of Fundations implementation. The learning walk form will be revised to better collect specific data for grades K-3.	In May of 2025, 6 professional learning agendas and sign-in sheets for Fundations, supplemental curriculum, had been collected. In spring of 2025, 101-out-of-201 (50%) learning walks have shown some evidence of Fundations implementation. The percentage of learning walks identifying evidence of Fundations			Time Money People

			increased. It is important to keep in mind that not all learning walks are conducted in K-2 classrooms where Fundation sis used. This action is considered to have been met.			
In additional to formal teacher training, Kindergarten teachers will participate in collaboration outside of their workday and will receive release time for planning and peer observation in order to further implementation of Fundations supplemental curriculum and the development of foundational skills.	MAP Reading Fluency Foundational Skills Performance Breakdown Report for Kindergarten.	In March of 2024, Kindergarten: Level 0 Phonological Awareness= 38% Level 0 Phonics/Word Recognition= 18% Below Listening Comprehension= 21% Below Picture Vocabulary= 27%	In May of 2025, Kindergarten teachers had participated in 3 pull-out trainings focused on Fundations implementation and a fourth pull-out focused on strengthening implementation of the PLC process. Year 1 Data for Kindergarten: Level 0 Phonological Awareness= 21% Level 0 Phonics/Word Recognition= 8% Below Listening Comprehension= 42% This action is considered to have been met.			Time Money People

In additional to formal teacher training, 1st grade teachers will participate in collaboration outside of their workday and will receive release time for planning and peer observation in order to further implementation of Fundations supplemental curriculum and the development of foundational skills.	MAP Reading Fluency Foundational Skills Performance Breakdown Report for 1st grade- Percentage of students scoring Level 0-2 or Below will decrease	In March of 2024, 1st grade: Level 0-2 Phonological Awareness= 36% Level 0-2 Phonics/Word Recognition= 28% Below Listening Comprehension= 21% Below Picture Vocabulary= 15%	In May of 2025, 1st grade teachers had participated in 1 pull-out focused on Fundations implementation and 1 pull-out focused on strengthening implementation of the PLC process. In May of 2025, 1st grade: Level 0-2 Phonological Awareness= 15% Level 0-2 Phonics/Word Recognition= 6% Below Listening Comprehension= 42% This action is considered to have been met.			Time Money People
In additional to formal teacher training, 2nd grade teachers will participate in collaboration outside of their workday and will receive release time for planning and peer observation in order to further implementation of Fundations supplemental curriculum and the development of foundational skills.	MAP Reading Fluency Foundational Skills Performance Breakdown Report for 2nd grade- Percentage of students scoring Level 0-2 or Below will decrease	In March of 2024, 2nd grade: Level 0-2 Phonological Awareness= 4% Level 0-2 Phonics/Word Recognition= 8% Below Listening Comprehension= 4% Below Picture Vocabulary= 4%	In May of 2025, 2nd grade teachers had participated in 1 pull-out focused on Fundations implementation and 1 pull-out focused on strengthening implementation of the PLC process. In May of 2025, 1st grade:			Time Money People

			Level 0-2 Phonological Awareness= 3% Level 0-2 Phonics/Word Recognition= 8% Below Listening Comprehension= 42% This action is considered to have been met.			
Implementation of Fundations will be monitored by the Administrative and Instructional Leadership Team on 2-out-of-4 weeks per month.	Learning Walk Data- Number of learning walks showing strong evidence of implementation of Fundations supplemental curriculum	In March of 2024, 91-out-of-274 learning walks have shown some evidence of Fundations implementation. The learning walk form will be revised to better collect specific data for grades K-3.	In spring of 2025, 101-out-of-201 (50%) learning walks have shown some evidence of Fundations implementation. The percentage of learning walks identifying evidence of Fundations increased. It is important to keep in mind that not all learning walks are conducted in K-2 classrooms where Fundations is used. This action is considered to have been met.			Time Money People
K-3 teachers will prepare and provide information in multiple formats and languages to help engage	Fliers and Agendas for Parent Information Nights- Number of fliers and agendas showing a focus on the area of Reading	In March of 2024, only 1 schoolwide parent engagement night had been held this	In May of 2025, two Kindergarten parent engagement opportunities had been held			Time Money People

parents in support of their student's learning.		school year to engage and inform parents on ways to support students in developing foundational skills needed for Reading.	this school year to engage and inform parents on ways to support students in developing foundational skills needed for Reading. This action is considered to have been met.			
Childcare will be provided during parent information nights, parent meetings and community engagement events.	Classified Timesheets-Number of hours time-sheeted for childcare during parent meetings.	In April of 2024, 4 hours had been time-sheeted for childcare.	In May of 2025, 3 hours had been time-sheeted for childcare. This action is considered to have been met.			Time Money People
Kindergarten students scoring Red or Yellow on the NWEA MAP Fluency Assessment in Phonological Awareness (Initial Sounds, Rhymes & Syllables) and or Phonics/Word Recognition (Letters in Words, decodable CVC) will receive intervention from the Instructional Specialist using the Fundations Fluency Kit.	MAP Reading Fluency-Percentage of kindergarten students in Red or Yellow in the area of Phonological Awareness	In March of 2024, kindergarten students scored the following in the area of Phonological Awareness- Red= 38% Yellow= 12%	In May of 2025, Kindergarten students scored the following in the area of Phonological Awareness- Red= 22% Yellow= 33% This action is considered to have been met.			Time Money People
First and second grade students scoring Red, Orange and Yellow on the NWEA MAP Language Arts: Reading Assessment	Fundations Intervention Placement Inventory-Percentage of growth made by students in the intervention MAP Reading Fluency-	In March of 2024, 6/6 first grade students made growth ranging from- Writing Letters= 5-35%	In May of 2025, 14/15 first grade students made growth ranging from-			Time Money People

and/or Below or Approaching grade level in MAP NWEA Reading Fluency in the Decoding section will receive intervention in an area of need identified from pre-assessment data from a .5 FTE Intervention Teacher using the Fundations Kit. Additional time-sheeting will be provided for the Intervention Teacher to participate in grade level PLCs and Professional Learning on Early Release Wednesdays.	Number of levels students advance	Reading Words= 8-56% on the Fundations Intervention Placement Inventory In April of 2024, 5/6 first grade students made growth in MAP Reading Fluency in Decoding- Phonological Awareness= 1-3 Levels Phonics and Word Recognition= 1-3 Levels	Writing Letters= 60-100% Reading Words= 12-76% on the Fundations Intervention Placement Inventory In May of 2025, 8/8 second grade students made growth ranging from- Writing Letters= 5-35% Reading Words= 32-70% In May of 2025, on the MAP Reading Fluency Assessment (from fall 2024 to spring 2025), 3/15 of the first grade students increased one level, 5/15 of the students increased by two levels, and a little more than 4/15 increased by three levels in Phonics/Word Recognition. One student increased by 4 levels and two remained the same. 10/15 are "below" and 5/15 are "approaching" in			

			phonics/word recognition. In May of 2025, on the MAP Reading Fluency Assessment (from fall 2024-spring 2025), 4/7 of the second grade students increased by one level, 0/7 increased by two levels, 0/7 increased by three levels and 3 students stayed at the same level in phonological awareness. 7/7 are "below" in phonics/word recognition. This action is considered to have been met.			
First and second grade students who score in the red on Foundation Skills Assessment based on individual and grade level need in specific skill areas in fall, winter or spring will attend after school tutorial to support basic reading skills.	Foundational Skills Assessment Data- Number of students who have shown growth in the Foundation Skills Assessment on the identified skill area, based on student need, taught in the tutorial.	In fall of 2024, a baseline will be collected- Pre-assessment: MAP Fluency administered in the fall. Post-assessment: MAP Fluency administered in the winter.	This action did not take place. The action is considered to have not been met.			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation

Cycle 1: Fall 2024 Benchmark- decrease the percentage of students who score in Level 0 or Below in kindergarten and Levels 0-2 or Below in 1st and 2nd grade by 3.33% as observed in the Foundational Skills Performance Breakdown.	13% more students who were in kindergarten in the spring of 2024 scored 0 or Below in the fall fluency assessment administration. 10% more students who were in 1st grade in the spring of 2024 scored 0-2 in the fall fluency assessment administration. Data related to Cycle 1 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B55D19646-7356-4009-AFAD-3862928D094B%7D&file=Progress%20Monitoring%202024-2025.pptx&action=edit&mobileredirect=true Data for Kindergarten students in the Intervention provided by the Instructional Specialist is included here: https://musd-my.sharepoint.com/:w:/r/personal/jespinosawagner_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7BBE4E6116-3D72-480B-9D0F-B5FDB229F60F%7D&file=K%20intervention.docx&fromShare=true&action=default&mobileredirect=true Results in November indicate the following: Green = 1 Student Yellow = 3 Students Orange = 5 Students Red = 8 Students Data for 1st and 2nd grade students in the intervention provided by the Intervention Teacher is included here: https://musd-my.sharepoint.com/:x:/g/personal/larawong_musd_net/EfzKke6FGwlAmEgQL79AmXgBLwJ_ISSxYZ2TWhKWuJqZZA?e=Humt80&CID=c95b15bd-bb85-c907-54fe-d93860ce3c71	Instructional Leadership team members met to monitor progress on this goal on September 9, 2024, and members of the Safety Team, School Site Council and Associated Student Body met to monitor progress on September 26, 2024. Hawk Time was identified as an area requiring refinement. ILT members felt that a more intentional approach to grouping students and planning with essential standards as well as more consistent implementation of Fundations supplemental curriculum would help meet this goal. As a result, the Administrative Leadership Team held PLC training on the 4 questions, walking grade level teams through the process, step-by-step, on Wednesday, September 18, and September 25.	Refine

Cycle 2: Winter 2025 Benchmark- decrease the percentage of students who score in Level 0 or Below in kindergarten and levels 0-2 or Below in 1st and 2nd grade by 3.33% as observed in the Foundational Skills Performance Breakdown. The percentage of kindergarten students scoring 0 or Below increased by 4% however the percentage of 1st graders decreased by 28% and the percentage of 2nd graders decreased by 18%.	Data related to Cycle 2 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B99F85C7A-2AFA-4626-9A82-6EFEB9E1863B%7D&file=Progress%20Monitoring%20Cycle%202%202024-2025.pptx&action=edit&mobileredirect=true Twenty-three kindergarten students participated in reading intervention with the Instructional Specialist. The IS utilized Fundations activities and NWEA Fluency Instructional Planning activities. Fifty percent moved out of flagged status. Fifty-two percent moved up a level in Phonemic Awareness. Sixty-five percent made significant progress in CORE to move out of the red and into yellow, green or blue. In the fall, 49% of kindergarteners scored at Level 1 or below in Phonemic Awareness and in the winter, 40% scored at Level 1 or below. Analysis of the scores by classroom identified inconsistencies by classroom. These areas of the grade level PLC would need to be strengthened.	The kindergarten team participated in PLC training on January 21. Introduction and use of a PLC rubric is considered to have provided increased clarity for teachers. In order to address the increased percentage of kindergarteners scoring in Level 0 or Below, the Instructional Specialist met with administration to modify the current plan. It was determined that the I.S.'s time would be protected from covering classrooms so that she could more consistently provide her Reading intervention. In addition, the I.S. would accompany kindergarten teachers on observations of model teachers at Nile Garden, Woodward, and Great Valley Schools.	Refine
Cycle 3: Spring 2025 Benchmark- decrease the percentage of students who score in Level 0 or Below in kindergarten and levels 0-2 or Below in 1st and 2nd grade by 3.33% as observed in the Foundational Skills Performance Breakdown.	Data related to Cycle 3 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7BD508AF30-F76F-4935-BC83-4CE21F9F8315%7D&file=Progress%20Monitoring%20Cycle%203%202024-2025.pptx&action=edit&mobileredirect=true The percentage of kindergarten students scoring 0 or Below decreased by 5%. Truancy is considered to be one of the barriers to growth in Reading. Thirty-six kindergarten students were	The I. S.'s time will continue to be focused on training and support of kindergarten while the Intervention TOSA will focus on work with 1st and 2nd grade students. Both will join grade level PLCs during Professional Learning on Early Release. The I.S. participated in the Fundations Facilitator Training this school year. The I.S. will continue to focus on the implementation of	Refine

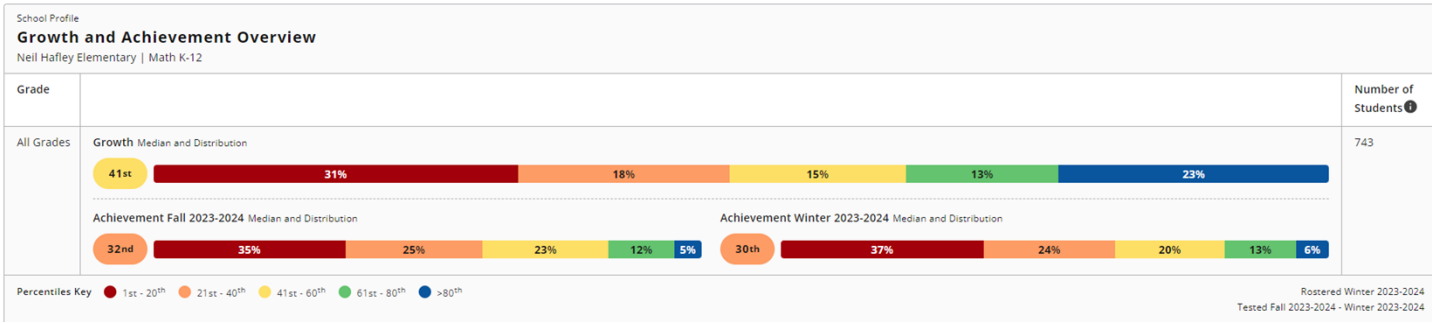
	identified as Chronically Absent, missing 10% or more of the number of days that they were enrolled. The percentage of 1st graders scoring in levels 0-2 decreased by 12% and the percentage of 2nd graders increased by 2%. The small, subgroup of students in intervention, demonstrated the opposite results. Attendance was closely monitored for students who were identified for intervention. Attendance continues to be a barrier for student growth, even in the small group intervention.	Fundations with rigor and fidelity in grades K-3. Learning Walks are encouraged to begin immediately in the school year with feedback to the classroom teachers. It is proposed to schedule Learning Walks as a priority at the beginning of the year. Next school year, the Intervention TOSA will collaborate with Reading Intervention teachers from other schools. Additional timesheeting will be provided to allow the .5 FTE Intervention Teacher to participate in PLC and Professional Learning on Early Release Wednesdays. She would like to progress monitor and calibrate with other school sites. Further professional learning in Tier 2 interventions and Reading strategies will be investigated. Involuntary changes of teacher grade level assignments for the 2025-2026 school year were implemented to provide strong teacher leadership at each grade level. In addition to these changes, the current Administrative Leadership Team will recommend changes to the structure of the Instructional Leadership Team for next school year and encourage	

		participation of key individuals on the team.	

Progress Monitoring 25-26

Progress Monitoring

Neil Hafley Elementary



Student Growth Summary Report

Aggregate by School

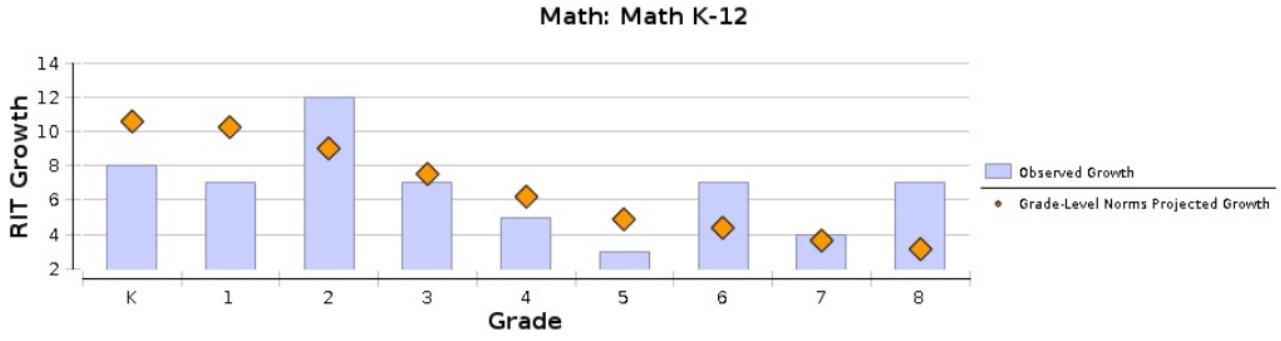
Term: Winter 2023-2024
District: Manteca Unified School District

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

Neil Hafley Elementary

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	68	139.7	10.6	51	147.4	11.5	30	8	0.9	10.6	-2.23	1	68	28	41	33
1	75	154.7	9.7	18	162.0	9.0	8	7	0.8	10.2	-2.03	2	75	20	27	24
2	79	166.4	12.7	7	178.2	13.2	16	12	0.8	9.0	2.16	98	79	52	66	65
3	71	178.7	14.3	5	185.7	14.1	5	7	0.8	7.5	-0.41	34	71	30	42	42
4	88	190.3	16.5	8	195.4	14.8	6	5	0.8	6.2	-0.95	17	88	36	41	37
5	92	195.6	13.3	3	198.2	12.3	2	3	0.7	4.8	-1.68	5	92	28	30	25
6	77	202.6	13.4	6	209.9	13.4	12	7	0.8	4.4	2.30	99	77	50	65	65
7	104	212.8	15.0	20	216.3	15.9	19	4	0.9	3.6	-0.13	45	104	50	48	36
8	97	218.1	14.5	24	225.5	18.9	40	7	1.4	3.1	3.09	99	97	58	60	62



NEIL HAFLEY SCHOOL

MAP Site-District Norm Mean RIT Comparisons

Mathematics 2023-2024

Those RIT Scores highlighted have met or exceeded the District Mean RIT.

Class by Grade Level	Fall Mean RIT	Winter Mean RIT	Spring Mean RIT	District Mean RIT
K Teacher 1	*	142.4		149.5
K Teacher 2	145.7	158.2		
K Teacher 3	138.8	138.2		
1st Tchr 1	155.6	163		165.2
1st Tchr 2	156.7	162.6		
1st Tchr 3	155.5	160.3		
2nd Tchr 1	168.8	178.7		177.4
2nd Tchr 2	163.5	174.5		
2nd Tchr 3	168.8	183.8		
3rd Tchr 1	174.9	183.1		188.5
3rd Tchr 2	180.9	186.7		
3rd Tchr 3	181.2	189.5		
4th Tchr 1	189.4	194.4		199
4th Tchr 2	191.3	198.6		
4th Tchr 3	194.8	198.1		
5th Tchr 1	198.5	200		205.3
5th Tchr 2	195.6	199.8		
5th Tchr 3	196	198.6		
6th Tchr 1	202.3	211.1		212.1
6th Tchr 2	204.9	211.2		
6th Tchr 3	205.4	210.1		
7th Tchr 1	218.3	218.6		218.6
7th Tchr 2	218.6	221.6		
7th Tchr 3	207.9	214.6		
8th Tchr 1	218.1	231.1		225.5
8th Tchr 2	224.3	229.6		
8th Tchr 3	216.6	224.2		

NEIL HAFLEY SCHOOL

MAP Site Number of Students Not Meeting District Mean RIT

Winter 2024

Reading

Grade	District Mean RIT	Number of Students Assessed	Number of Students Not Meeting District Mean RIT
Kindergarten	145.2	51	34
First Grade	158.3	78	24
Second Grade	173.3	82	36
Third Grade	185.6	79	41
Fourth Grade	194.9	91	50
Fifth Grade	201.4	96	38
Sixth Grade	207.5	86	35
Seventh Grade	213.7	108	56
Eighth Grade	217.9	105	58
Total		776	372

Mathematics

Grade	District Mean RIT	Number of Students Assessed	Number of Students Not Meeting District Mean RIT
Kindergarten	149.5	81	34
First Grade	165.3	80	21
Second Grade	177.4	82	45
Third Grade	188.5	78	36
Fourth Grade	199	91	36
Fifth Grade	205.3	96	31
Sixth Grade	212.1	86	38
Seventh Grade	218.6	108	50
Eighth Grade	225.5	105	52
Total		807	343

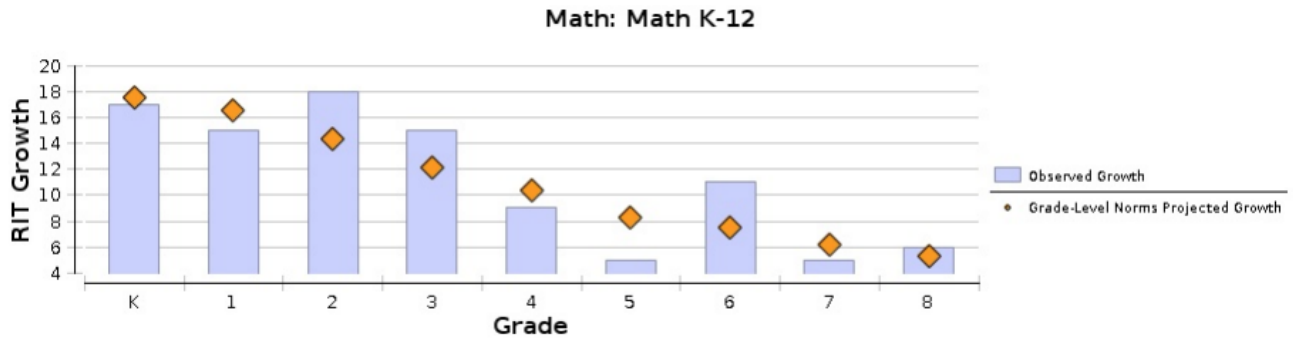
NEIL HAFLEY LEARNING WALK DATA 2023-2024

Date	Total Number Walks	Essential Standards	Base Core Curriculum	Fundations /Supplemental	More student talk…	Less helpful	Variety of questioning	Notice	Wonder	How about	Note:
11-Aug	41	33	26	12	22	26	14	24	9	1	
13-Sep	26	21	21	7	16	20	13	28	15	14	
18-Sep	15	11	11	3	8	7	2	11	6	6	PBIS
25-Sep	17	17	17	8	14	14	13	17	7	4	ELD
25-Sep	11	10	10	4	9	10	6	10	4	1	ELD
4-Oct	15	14	13	0	13	14	9	15	14	5	New Teachers
24-Oct	31	21	31	24	5	13	7	28	28	14	SPED
26-Oct	24	22	20	6	5	1	2	20	15	17	
6-Nov	3	3	3	1	0	0	2	3	3	3	Prin
7-Nov	21	20	19	7	18	17	13	21	13	5	Pull-out Day
29-Nov	23	17	21	8	6	3	3	19	18	12	
4-Dec	4	1	4	1	3	4	2	4	1	0	ELD
8-Dec	6										Students
13-Dec	1	1	1	0	1	1	1	1	1	1	ELD
17-Jan	24	18	21	6	9	13	7	23	18	3	
26-Jan	4	3	3	3	1	2	2	4	3	0	
13-Feb	5	5	5	1	1	2	3	5	5	3	
7-Mar	3	3	2	0	2	2	1	3	3	2	
Total	274	220	228	91	133	149	100	236	163	91	

Neil Hafley Elementary

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	68	139.7	10.6	51	156.8	12.4	48	17	1.0	17.5	-0.19	42	68	36	53	52
1	74	154.6	9.8	18	169.9	9.4	15	15	1.0	16.5	-0.48	32	74	26	35	38
2	76	166.8	12.4	8	184.8	15.4	23	18	1.1	14.3	1.62	95	76	49	64	75
3	72	178.4	14.4	5	193.3	17.7	12	15	1.1	12.1	1.31	90	72	44	61	65
4	89	190.4	16.4	9	199.2	17.3	6	9	0.7	10.4	-0.80	21	89	35	39	32
5	90	195.2	13.2	3	200.3	13.5	1	5	0.9	8.3	-1.38	8	90	27	30	25
6	74	202.9	12.7	6	214.4	15.9	16	11	1.0	7.5	1.84	97	74	51	69	72
7	100	212.7	15.2	19	218.0	18.9	17	5	1.1	6.2	-0.44	33	100	42	42	38
8	90	219.2	14.2	28	225.2	17.2	31	6	1.0	5.3	0.29	62	90	45	50	47



Data

Data Analysis

CAASPP- With a focus on student growth in Math, Neil Hafley examined the growth of student cohorts as they moved from one grade level on the CAASPP in the 2021-2022 school year to the next in the 2022-2023 school year. For

example, students' scores from the end of their 3rd grade year were compared to the scores they received at the end of 4th grade. Through this lens, it was seen that all students made growth.

In CAASPP Math, student cohorts made 143.1 points growth, an average of 28.62 points each year.
3-4th grade= 43.2 points increase
4-5th grade= .5 points increase
5-6th grade= 19.5 points increase
6-7th grade= 51.9 points increase
7-8th grade= 28 points increase

Our current 6th graders have made the least amount of growth in both content areas, according to CAASPP. For this reason, Reading intervention has been focused on current 6th graders. This is expected to support 6th graders in Mathematics as the rich Math tasks in the assessment require strong Reading skills. Still, based on this year's NWEA MAP growth it would seem they may do better on this year's CAASPP. It should be mentioned that this cohort also had a high number of behavioral incidents, including suspensions, which will be addressed in the safety section of this plan.

CAASPP Math data was reviewed for disproportionality. The percentages of students who met or exceeded standards in Math (16.38) were compared to the percentages of subgroups. Fewer female students (12.40) met or exceeded standards in Math. In Math, fewer Black (9.09), Hispanic/Latino (12.09), SED (14.01) and SWD (2.50) met or exceeded standards. The disproportionality of Students with Disabilities is addressed in the Emerging Student section of this plan.

NWEA School Profile- This year, a School Profile Report was made available to sites. Fall to winter Math Achievement for 2023-2024 went from 40% in the yellow, green and blue bands to 39%. Math Growth, on the other hand, included 51% of students in the yellow, green or blue.

NWEA MAP Growth- In the fall of 2023, 279 (48%) students out of 586 who were assessed met their growth projections in Math. Grade level analysis showed students in 3, 4, and 7th grades had higher median conditional growth percentiles on the fall Math assessment. In fact, 7th graders who were previously taught Math by Mr. John Heath using a particular model of instruction obtained a median conditional growth percentile of 72.

In the winter of 2024, 352 (47%) students out of 751 who were assessed met their growth projections in Math. Grade level analysis showed that students in grades 2, 6, 7, and 8 met growth in Math. Grade 7 appears to consistently meet growth. The 7th grade Math teacher, Mr. Troy McBroom, also uses a model of instruction that includes strategies that increase student engagement.

NWEA MAP Site-District Mean RIT
For several years now, Neil Hafley has been tracking data that compares site Mean RIT scores to the district. In the winter of 2024, 8-out-of-27 classes met or exceeded the district Mean RIT in Math.

NWEA MAP Site Number of Students Not Meeting District Mean RIT- Neil Hafley has also identified the number of students who have not met district Mean RIT, by grade. On the winter Math assessment, 43% of students were not meeting district Mean RIT. In the fall, 53% were not meeting. More 1st graders (59 or 74%), 5th graders (68 or 65%) and 4th graders (55 or 60%) are meeting or exceeding district Mean RIT than in any other grade based on fall to winter comparisons. Not all of the classes who met district Mean RIT in Math in the fall continued to meet district Mean RIT in the winter however 8-out-of-27 classes consistently met this benchmark.

Learning Walks- Two-hundred and seventy-four learning walks have been conducted this school year. These walks indicate strong use of the core curriculum to provide instruction in essential standards. Data collected on the use of engagement strategies, including formative assessment strategies other than calling on a raised hand, indicate that teachers would benefit from further training in this area.

Student Need 3:

Neil Hafley students need access to essential standards in Mathematics through effective tier 1 instruction in the adopted core curriculum.

SMART Goal 1

Goal 5: By June of 2027, student cohorts will make an average increase of 28 points on CAASPP Math, annually, for a total of 84 points growth in mean scale score over the 3-year period.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teacher training will be provided in the areas of Essential Standards in Math, implementation of the Core Curriculum, implementation of the Workshop Model and strategies that increase student engagement. Training will take place on 2-out-of-4 Early Release Wednesdays per month (contingent on on-going approval), pull-out days using substitute coverage, and conferences within and outside of the district.	Professional Learning Agendas- Number of professional learning agendas showing strong evidence of focus on Essential Standards in Math, implementation of the Core Curriculum, implementation of the Workshop Model and strategies that increase student engagement Learning Walk Data- Number of learning walks showing strong evidence of Essential Standards in Mathg, implementation of the Core Curriculum, Implementation of the Workshop Model and strategies that increase student engagement	In April of 2024, Professional learning agendas No Evidence- 39 Some Evidence- 12 Strong Evidence- 8 Learning Walk Data In March of 2024, 220-out-of-274 (80%) learning walks verified instruction in essential standards. In March of 2024, 228-out-of-274 (83%) learning walks verified implementation of core curriculum. In March of 2024, a range of 100 to149-out-of-274 (36-54%) learning walks verified utilization of engagement strategies.	In May of 2025, Professional Learning agendas Total Number of Professional Learning opportunities at site- 51 No Evidence- 41 Some Evidence- 2 Strong Evidence- 8 This action is considered to have been met despite the lower number of Math-specific agendas due to the fact that many agendas, particularly in the beginning of the year, were focused on the implementation of Standards-Based Report Cards, the PLC process, the			Time Money People

			Learning Walk process and assessment procedures that did provide indirect support to strengthening student performance in Math. Learning Walk Data In May of 2025, 142-out-of-201 (71%) learning walks verified instruction in essential standards. In May of 2025, 147-out-of-201 (73%) learning walks verified implementation of core curriculum. In May of 2025, a range of 69 to 126-out-of-201 (34-63%) learning walks verified utilization of engagement strategies.			
In additional to formal teacher training, teachers will participate in collaboration outside of their workday and will receive release time for planning and peer observation in order to further	Learning Walk Data-Number of learning walks showing strong evidence of Essential Standards in Math, implementation of the Core Curriculum, Implementation of the Workshop Model and strategies that increase student engagement	In the winter of 2024, 220-out-of-274 (80%) learning walks verified instruction in essential standards. In the winter of 2024, 228-out-of-274 (83%) learning	Learning Walk Data In May of 2025, 142-out-of-201 (71%) learning walks verified instruction in essential standards. In May of 2025, 147-out-			Time Money People

implementation of what they have learned.		walks verified implementation of core curriculum. In the winter of 2024, a range of 100 to149-out-of-274 (36-54%) learning walks verified utilization of engagement strategies.	of-201 (73%) learning walks verified implementation of core curriculum. In May of 2025, a range of 69 to 126-out-of-201 (34-63%) learning walks verified utilization of engagement strategies. In addition to the Learning Walks that were documented, the ILT developed and implemented a Learning Walk Rubric. More time will be needed to work with the staff on using the Learning Walk Rubric. This action is considered to have been met.			
An Instructional Specialist will provide additional, needs-based collaboration and training to support district and site initiatives including instruction in Essential Standards in Math, implementation of the CORE Curriculum using the Workshop Model and strategies that	Professional Learning Agendas- Number of professional learning agendas showing strong evidence of collaboration and training facilitated by the Instructional Specialist	In April of 2024, 3 professional learning agendas and sign-in sheets had been collected from the Instructional Specialist.	In May of 2025, 8 professional learning agendas and sign-in sheets had been collected from the Instructional Specialist. This action is considered to have been met.			Time Money People

increase student engagement.						
Implementation of Essential Standards in Math, the Core curriculum, implementation of the Workshop Model and strategies that increase student engagement will be monitored by the Administrative and Instructional Leadership Team on 2-out-of-4 weeks per month.	Instructional Leadership Team Agendas- Number of ILT agendas showing strong evidence of monitoring practices including data review and identification of trends in learning walks and plc protocols	In March of 2024, 5 ILT agendas and sign-in sheets had been collected.	In May of 2025, 8 ILT agendas and sign-in sheets had been collected. Of those collected, those that focused on Essential Standards in Math, the Core Curriculum and strategies that increase student engagement were: No Evidence- 1 Some Evidence- 5 Strong Evidence- 2 This action is considered to have been met.			Time Money People
The Administrative and Instructional Leadership Teams will engage in monthly collaboration to conduct Learning Walks, examine data, review educational research around best practices and plan training.	Learning Walks- Number of learning walks conducted, by month	In March of 2024, 274 learning walks had been conducted. The walks are broken down by month, below: Aug = 41 Sept = 69 Oct = 70 Nov = 47 Dec = 11 Jan = 28 Feb = 5 March= 3	In May of 2025, learning walks had been conducted. The walks are broken down by month, below: Aug = 50 Sept = 22 Oct = 34 Nov = 35 Dec = 0 Jan = 0 Feb = 48 March = 0 April = 12 Learning Walks were intentionally more frequent			Time Money People

			in Cycle 1 to identify needs for professional learning that would take place in Cycle 2 and 3. It is recommended that the new administration schedule learning walks when planning the school year. This action is considered to have been met.			
Students will take part in both in-person and virtual educational excursions designed to enrich understanding of the Essential Standards in Math.	Field Trip Request Forms- Number of educational excursions related to essential standards in Math	In March of 2024, 3 educational excursions related to essential standards in Math had taken place.	In May of 2025, 3 educational excursions related to essential standards in Math and Science had taken place. This action is considered to have been met.			Time Money People
Teachers will prepare and provide information in multiple formats and languages to help engage parents in support of their student's learning.	Fliers and Agendas for Parent Information Nights- Number of fliers and agendas showing a focus on the area of Math	By spring of 2024, only 1 parent engagement night had been held that was focused on the area of Math and Science.	By spring of 2025, 1 parent engagement night had been held that was focused on the areas of Math and Science. This action is considered to have been met.			Time Money People

Childcare will be provided during parent information nights, parent meetings and community engagement events.	Classified Timesheets- Number of hours time-sheeted for childcare during parent meetings.	In April of 2024, 4 hours had been time-sheeted for childcare.	In May of 2025, 3 hours had been time-sheeted for childcare. This action is considered to have been met.			
An Annual Female Empowerment Day will be held on campus to address disproportionality between the achievement of male and female students in Math.	Flier, program including topics to address achievement in Math and sign-in sheet for Annual Female Empowerment Day.	In February of 2024, an Annual Female Empowerment Day had been held which included activities and speakers that promote the development of confidence in Math.	In February of 2025, an Annual Female Empowerment Day had been held which included activities and speakers that promote the development of confidence in Math and Science. This action is considered to have been met.			
The Bridge to Success Elective course will include female speakers who will share the real-world applications of math in their professions.	Schedule of speakers and topics for the school year.	In May of 2024, the Bridge to Success Elective had not been implemented. A baseline will be determined this school year.	In May of 2025, the Bridge to Success Course had been taught and a Career Day was held that included female speakers who will share the real-world applications of math in their professions. This action is considered to have been met.			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Fall 2024 Benchmark- student cohorts will make an average increase of 28 points on CAASPP Math, annually. Based on the results of the Spring 2024 CAASPP administration, Neil Hafley met and exceeded the goal of 28 points growth in mean scale score for grades 4 and 6. They did not meet this goal in other grade levels.	In CAASPP Math, student cohorts made 105.4 points growth, an average of 21.08 points last year. This is an average of 21.08 points per year compared to the average 28.62 point increase last year. 3-4th grade= 33.1 points increase 4-5th grade= 15.7 points increase 5-6th grade= 29.5 points increase 6-7th grade= 22.8 points increase 7-8th grade= 4.3 points increase Data related to Cycle 1 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B55D19646-7356-4009-AFAD-3862928D094B%7D&file=Progress%20Monitoring%202024-2025.pptx&action=edit&mobileredirect=true Learning Walks are considered to be one of the most effective ways to measure classroom implementation of signature strategies. Learning Walk Data for Cycle 1 is summarized below: In November of 2024, 110-out-of-141 (78%) learning walks verified instruction in essential standards. In November of 2024, 108-out-of-141 (77%) learning walks verified implementation of core curriculum. In November of 2024, a range of 54-96-out-of-141 (38-68%) learning walks verified utilization of engagement strategies. This data shows a decline in the use of engagement strategies, particularly the use of a variety of question techniques.	Professional Learning has been directed to implementing the Math Workshop Model with the support of Coaching from the Public Education Business Coalition (PEBC) which is aligned with Neil Hafley's three Instructional Norms to increase engagement. These include, "Be Less Helpful" to develop student agency; "More Student Talk, Less Teacher Talk," to develop academic discourse; and "Use a Variety of Questioning Techniques" to involve all students in expressing understanding. Four strong math teachers modeled lessons using this model of instruction. Those four will now observe and coach 4 additional teachers who show promise. In February, the 4 new teachers will model lessons for the coach and teachers who require more support.	Refine
Cycle 2: Winter 2025 Benchmark- while the CAASPP is an	Data related to Cycle 2 for all goals in this Strategic Plan is located in the following presentation:	Between the PEBC coach's November visit and her next visit on	Continue

annual assessment, the site progress monitors the actions that focus on achieving this goal.	https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B99F85C7A-2AFA-4626-9A82-6EFEB9E1863B%7D&file=Progress%20Monitoring%20Cycle%202%202024-2025.pptx&action=edit&mobileredirect=true Based on the outcome of learning walk data from Cycle 1, the ILT sought to strengthen the PLC process through introduction of a rubric and training for grade levels who demonstrated the greatest need. The Instructional Specialist also continues to provide voluntary professional learning opportunities aligned to the areas of engagement strategies and questioning techniques identified in Cycle 1 learning walks. In addition, the Public Education Business Coalition coach is working strategically with teachers to plan and implement the workshop model. On November 20, she and the administrative leadership team conducted learning walks of Neil Hafley's strongest math teachers along with grade levels who needed more support. On January 9, she met with grade levels to work on the planning process.	February 12, a second tier of identified teachers observed one of the site's top-tier math teachers and had planning time with them. In February, when the PEBC coach returns, there will be another round of learning walks, this time, focusing on the improvement of the tier two teachers. The plan is to continue this process until all teachers have had adequate coaching, planning support and observation. A learning walk rubric was also implemented.	
Cycle 3: Spring 2025 Benchmark-while the CAASPP is an annual assessment, the site progress monitors the actions that focus on achieving this goal.	Data related to Cycle 3 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7BD508AF30-F76F-4935-BC83-4CE21F9F8315%7D&file=Progress%20Monitoring%20Cycle%203%202024-2025.pptx&action=edit&mobileredirect=true Due to concerns about inconsistent implementation of the PLC process, the PEBC model and the school-wide instructional norms, the ILT turned their attention to strengthening these during	Based on the outcome of learning walk data from Cycle 2, the ILT sought to strengthen the PLC process through guided PLC work using the PLC rubric. On February 27, the ILT began to develop and implement a learning walk rubric that provided more detailed analysis of the observations. These instruments were used in tandem for further PLC work on March 19 and again on Apil 30. In	Refine

	the site professional learning time.	addition, the ILT revisited the school-wide instructional norms on March 27. These norms are closely aligned to the PEBC model.	

Progress Monitoring 25-26

SMART Goal 2

Goal 6: By June of 2027, the percentage of students who meet their growth projections on the NWEA MAP Math assessment will increase by a minimum of 30%.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teacher training will be provided in the areas of Essential Standards in Math, implementation of the Core Curriculum, implementation of the Workshop Model and strategies that increase student engagement. Training will take place on 2-out-of-4 Early Release Wednesdays per month (contingent on on-going approval), pull-out days using substitute coverage, and conferences within and outside of the district.	Professional Learning Agendas- Number of professional learning agendas showing strong evidence of focus on Essential Standards in Math, implementation of the Core Curriculum, implementation of the Workshop Model and strategies that increase student engagement Learning Walk Data- Number of learning walks showing strong evidence of Essential Standards in Mathg, implementation of the Core Curriculum, Implementation of the Workshop Model and strategies that increase student engagement	In April of 2024, Professional learning agendas No Evidence- 39 Some Evidence- 12 Strong Evidence- 8 Learning Walk Data In March of 2024, 220-out-of-274 (80%) learning walks verified instruction in essential standards. In March of 2024, 228-out-of-274 (83%) learning walks verified implementation of core curriculum. In March of 2024, a range	In May of 2025, Professional Learning agendas Total Number of Professional Learning opportunities at site- 51 No Evidence- 41 Some Evidence- 2 Strong Evidence- 8 This action is considered to have been met despite the lower number of Math-specific agendas due to the fact that many agendas, particularly in the beginning of the year, were focused			Time Money People

		of 100 to149-out-of-274 (36-54%) learning walks verified utilization of engagement strategies.	on the implementation of Standards-Based Report Cards, the PLC process, the Learning Walk process and assessment procedures that did provide indirect support to strengthening student performance in Math. Learning Walk Data In May of 2025, 142-out-of-201 (71%) learning walks verified instruction in essential standards. In May of 2025, 147-out-of-201 (73%) learning walks verified implementation of core curriculum. In May of 2025, a range of 69 to 126-out-of-201 (34-63%) learning walks verified utilization of engagement strategies.			
In additional to formal teacher training, teachers will participate in collaboration outside of their workday and will	Learning Walk Data-Number of learning walks showing strong evidence of Essential Standards in Math, implementation of the Core Curriculum,	In the winter of 2024, 220-out-of-274 (80%) learning walks verified instruction in	Learning Walk Data In May of 2025, 142-out-of-201 (71%) learning walks verified			Time Money People

receive release time for planning and peer observation in order to further implementation of what they have learned.	Implementation of the Workshop Model and strategies that increase student engagement	essential standards. In the winter of 2024, 228-out-of-274 (83%) learning walks verified implementation of core curriculum. In the winter of 2024, a range of 100 to149-out-of-274 (36-54%) learning walks verified utilization of engagement strategies.	instruction in essential standards. In May of 2025, 147-out-of-201 (73%) learning walks verified implementation of core curriculum. In May of 2025, a range of 69 to 126-out-of-201 (34-63%) learning walks verified utilization of engagement strategies. In addition to the Learning Walks that were documented, the ILT developed and implemented a Learning Walk Rubric. More time will be needed to work with the staff on using the Learning Walk Rubric. This action is considered to have been met.			
An Instructional Specialist will provide additional, needs-based collaboration and training to support district and site initiatives including instruction in Essential Standards in Math, implementation of	Professional Learning Agendas- Number of professional learning agendas showing strong evidence of collaboration and training facilitated by the Instructional Specialist	In April of 2024, 3 professional learning agendas and sign-in sheets had been collected.	In May of 2025, 8 professional learning agendas and sign-in sheets had been collected from the Instructional Specialist.			Time Money People

the CORE Curriculum using the Workshop Model and strategies that increase student engagement.			This action is considered to have been met.			
Implementation of Essential Standards in Math, the Core curriculum, implementation of the Math Workshop Model and strategies that increase student engagement will be monitored by the Administrative and Instructional Leadership Team on 2-out-of-4 weeks per month.	Instructional Leadership Team Agendas- Number of ILT agendas showing strong evidence of monitoring practices including data review and identification of trends in learning walks and plc protocols	In March of 2024, 5 ILT agendas and sign-in sheets had been collected.	In May of 2025, 8 ILT agendas and sign-in sheets had been collected. Of those collected, those that focused on Essential Standards in Math, the Core Curriculum and strategies that increase student engagement were: No Evidence- 1 Some Evidence- 5 Strong Evidence- 2 This action is considered to have been met.			Time Money People
The Administrative and Instructional Leadership Teams will engage in monthly collaboration to conduct Learning Walks, examine data, review educational research around best practices and plan training.	Learning Walks- Number of learning walks conducted, by month	In March of 2024, 274 learning walks had been conducted. The walks are broken down by month, below: Aug = 41 Sept = 69 Oct = 70 Nov = 47 Dec = 11 Jan = 28 Feb = 5 March= 3	In May of 2025, learning walks had been conducted. The walks are broken down by month, below: Aug = 50 Sept = 22 Oct = 34 Nov = 35 Dec = 0 Jan = 0 Feb = 48 March = 0 April = 12			Time Money People

			Learning Walks were intentionally more frequent in Cycle 1 to identify needs for professional learning that would take place in Cycle 2 and 3. It is recommended that the new administration schedule learning walks when planning the school year. This action is considered to have been met.			
Students will take part in both in-person and virtual educational excursions designed to enrich understanding of the Essential Standards in Math.	Field Trip Request Forms- Number of educational excursions related to essential standards in Math	In March of 2024, 3 educational excursions related to essential standards in Math had taken place.	In May of 2025, 3 educational excursions related to essential standards in Math and Science had taken place. This action is considered to have been met.			Time Money People
Teachers will prepare and provide information in multiple formats and languages to help engage parents in support of their student's learning.	Fliers and Agendas for Parent Information Nights- Number of fliers and agendas showing a focus on the area of Math	By spring of 2024, only 1 parent engagement night had been held that was focused on the area of Math & Science.	By spring of 2025, 1 parent engagement night had been held that was focused on the areas of Math and Science.			Time Money People

			This action is considered to have been met.			
Childcare will be provided during parent information nights, parent meetings and community engagement events.	Classified Timesheets- Number of hours time-sheeted for childcare during parent meetings.	In April of 2024, 4 hours had been time-sheeted for childcare.	In May of 2025, 3 hours had been time-sheeted for childcare. This action is considered to have been met.			Time Money People
First through 8th grade students who have shown low growth on the NWEA Math Growth Report in fall, winter or spring will attend after school tutorial to support basic skills in Math.	Number of students showing growth in a pre-/post assessment on Measurement & Data (K-3) or Number & Operations (4-8) taught in the tutorial.	In fall of 2024, a baseline will be collected- Pre-assessment: MAP Math Growth administered in the fall. Post-assessment: MAP Math Growth administered in the winter.	This tutorial did not take place. This action was not met.			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Fall 2024 Benchmark- Increase the percentage of students who meet their growth projections on the NWEA MAP Math assessment by 3.33 percentage points. Baseline data for each grade was collected from the spring administration of this test and compared to the results of the same students in their current	Kindergarten students did not have previous assessment results therefore no growth was evaluated. Current 1st graders = -35 Current 2nd graders = -1 Current 3rd graders = +3 Current 4th graders = -11 Current 5th graders = -4 Current 6th graders = +10 Current 7th graders = +4 Current 8th graders = +16 Data related to Cycle 1 for all goals in this Strategic Plan is located in the	Instructional Leadership team members met to monitor progress on this goal on September 9, 2024, and members of the Safety Team, School Site Council and Associated Student Body met to monitor progress on September 26, 2024. They celebrated that the goal had been met in 6-8th grades. When analyzing Learning Walk	Refine

grade. For example, the percentage of students who met projected growth in kindergarten in the spring of 2024 was compared to the percentage of students who met projected growth in 1st grade in the fall of 2024. The results were shown as Increase (+) or Decrease (-).	following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B55D19646-7356-4009-AFAD-3862928D094B%7D&file=Progress%20Monitoring%202024-2025.pptx&action=edit&mobileredirect=true Learning Walks are considered to be one of the most effective ways to measure classroom implementation of signature strategies. Learning Walk Data for Cycle 1 is summarized below: In November of 2024, 110-out-of-141 (78%) learning walks verified instruction in essential standards. In November of 2024, 108-out-of-141 (77%) learning walks verified implementation of core curriculum. In November of 2024, a range of 54-96-out-of-141 (38-68%) learning walks verified utilization of engagement strategies. This data shows a decline in the use of engagement strategies, particularly the use of a variety of question techniques.	data, the ILT attributed growth to strong evidence of using essential standards, incorporating rich tasks, as well as strong evidence of more student talk, less teacher talk. The ILT identified the need to incorporate a wider variety of questioning techniques to help teachers check for understanding and support the collection of evidence of student progress through more creative means. The ILT would like to alternate focus between Reading and Math during Hawk Time.	
Cycle 2: Winter 2025 Benchmark-Increase the percentage of students who meet their growth projections on the NWEA MAP Math assessment by 3.33 percentage points since the fall administration of the test.	Data related to Cycle 2 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B99F85C7A-2AFA-4626-9A82-6EFEB9E1863B%7D&file=Progress%20Monitoring%20Cycle%202%202024-2025.pptx&action=edit&mobileredirect=true Four-out-of-eight grade levels (kindergarten did not have a percentage who met fall MAP math growth because a baseline was being established) met the site goal. Those grade levels were 1st, 2nd, 5th, and 6th grades. In the fall, 3rd, 4th, 5th, and 7th met the goal.	A PLC rubric was implemented by the ILT. Agendas and PLC documentation will be analyzed by the ILT to ensure the site remains on track. Professional learning with the PEBC coach has focused on implementation of the Math Workshop Model which is a model that is highly engaging for students. Four site teachers who were considered top-tier in Math instruction were observed by three tier two teachers who were	Continue

	Based on the outcome of learning walk data from Cycle 1, the ILT sought to strengthen the PLC process through introduction of a rubric and training for grade levels who demonstrated the greatest need. The Instructional Specialist also continues to provide voluntary professional learning opportunities aligned to the areas of engagement strategies and questioning techniques identified in Cycle 1 learning walks. In addition, the Public Education Business Coalition coach is working strategically with teachers to plan and implement the Workshop Model. On November 20, she and the administrative leadership team conducted learning walks of Neil Hafley's strongest Math teachers along with grade levels who needed more support. On January 9, she met with grade levels to work on the planning process.	then paired with one of the top tier teachers for further observation and planning time. In February, when the PEBC coach returns, a third group of teachers will observe the tier two teachers, and all teachers will participate in professional learning with the PEBC coach. A learning walk rubric was also implemented. A schedule waiver was submitted to district and MEA to continue the early release Wednesday model for the coming year so that this work can continue.	
Cycle 3: Spring 2025 Benchmark- Increase the percentage of students who meet their growth projections on the NWEA MAP Math assessment by 3.33 percentage points since the fall administration of the test.	Data related to Cycle 3 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7BD508AF30-F76F-4935-BC83-4CE21F9F8315%7D&file=Progress%20Monitoring%20Cycle%203%202024-2025.pptx&action=edit&mobileredirect=true Five-out-of-eight grade levels (1st, 4th, 5th, 7th, and 8th grades demonstrated growth from the baseline in spring of 24. Of those grades, 1st and 5th grades made the most growth, meeting or exceeding the goal.	The PLC rubric and learning walk rubrics were used and refined in ILT meetings. Professional learning continued to focus on implementation of the PEBC model. Involuntary changes of teacher grade level assignments for the 2025-2026 school year were implemented to provide strong teacher leadership at each grade level. In addition to these changes, the current Administrative Leadership Team will recommend changes to the structure of the Instructional Leadership Team and encourage participation of key individuals on the team.	Refine

Progress Monitoring 25-26

SMART Goal 3

Goal 7: By June of 2027, 90% of classes will meet or exceed the district mean RIT in Math.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teacher training will be provided in the areas of Essential Standards in Math, implementation of the Core Curriculum, implementation of the Math Workshop Model and strategies that increase student engagement. Training will take place on 2-out-of-4 Early Release Wednesdays per month (contingent on on-going approval), pull-out days using substitute coverage, and conferences within and outside of the district.	Professional Learning Agendas- Number of professional learning agendas showing strong evidence of focus on Essential Standards in Math, implementation of the Core Curriculum, implementation of the Workshop Model and strategies that increase student engagement Learning Walk Data- Number of learning walks showing strong evidence of Essential Standards in Math, implementation of the Core Curriculum, Implementation of the Workshop Model and strategies that increase student engagement	In April of 2024, 11 professional learning agendas and sign-in sheets specific to instruction in Math had been collected. Learning Walk Data In March of 2024, 220-out-of-274 (80%) learning walks verified instruction in essential standards. In March of 2024, 228-out-of-274 (83%) learning walks verified implementation of core curriculum. In March of 2024, a range of 100 to149-out-of-274 (36-54%) learning walks verified utilization of engagement strategies.	In May of 2025, Professional Learning agendas Total Number of Professional Learning opportunities at site- 51 No Evidence- 41 Some Evidence- 2 Strong Evidence- 8 This action is considered to have been met despite the lower number of Math-specific agendas due to the fact that many agendas, particularly in the beginning of the year, were focused on the implementation of Standards-Based Report Cards, the PLC process, the Learning Walk			Time Money People

			process and assessment procedures that did provide indirect support to strengthening student performance in Math. Learning Walk Data In May of 2025, 142-out-of-201 (71%) learning walks verified instruction in essential standards. In May of 2025, 147-out-of-201 (73%) learning walks verified implementation of core curriculum. In May of 2025, a range of 69 to 126-out-of-201 (34-63%) learning walks verified utilization of engagement strategies.			
In additional to formal teacher training, teachers will participate in collaboration outside of their workday and will receive release time for planning and peer observation in order to further implementation of what they have learned.	Learning Walk Data-Number of learning walks showing strong evidence of Essential Standards in Math, implementation of the Core Curriculum, Implementation of the Workshop Model and strategies that increase student engagement	In the winter of 2024, 220-out-of-274 (80%) learning walks verified instruction in essential standards. In the winter of 2024, 228-out-of-274 (83%) learning walks verified implementatio	Learning Walk Data In May of 2025, 142-out-of-201 (71%) learning walks verified instruction in essential standards. In May of 2025, 147-out-of-201 (73%) learning walks verified			Time Money People

		n of core curriculum. In the winter of 2024, a range of 100 to149-out-of-274 (36-54%) learning walks verified utilization of engagement strategies.	implementation of core curriculum. In May of 2025, a range of 69 to 126-out-of-201 (34-63%) learning walks verified utilization of engagement strategies. In addition to the Learning Walks that were documented, the ILT developed and implemented a Learning Walk Rubric. More time will be needed to work with the staff on using the Learning Walk Rubric. This action is considered to have been met.			
Implementation of Essential Standards in Math, the Core curriculum, implementation of the Math Workshop Model and strategies that increase student engagement will be monitored by the Administrative and Instructional Leadership Team on 2-out-of-4 weeks per month.	Instructional Leadership Team Agendas- Number of ILT agendas showing strong evidence of monitoring practices including data review and identification of trends in learning walks and plc protocols	In March of 2024, 5 ILT agendas and sign-in sheets had been collected.	In May of 2025, 8 ILT agendas and sign-in sheets had been collected. Of those collected, those that focused on Essential Standards in Math, the Core Curriculum and strategies that increase student engagement were: No Evidence- 1			Time Money People

			Some Evidence- 5 Strong Evidence- 2 This action is considered to have been met.			
The Administrative and Instructional Leadership Teams will engage in monthly collaboration to conduct Learning Walks, examine data, review educational research around best practices and plan training.	Learning Walks- Number of learning walks conducted, by month	In March of 2024, 274 learning walks had been conducted. The walks are broken down by month, below: Aug = 41 Sept = 69 Oct = 70 Nov = 47 Dec = 11 Jan = 28 Feb = 5 March= 3	In May of 2025, learning walks had been conducted. The walks are broken down by month, below: Aug = 50 Sept = 22 Oct = 34 Nov = 35 Dec = 0 Jan = 0 Feb = 48 March = 0 April = 12 Learning Walks were intentionally more frequent in Cycle 1 to identify needs for professional learning that would take place in Cycle 2 and 3. It is recommended that the new administration schedule learning walks when planning the school year. This action is considered to have been met.			Time Money People

Students will take part in both in-person and virtual educational excursions designed to enrich understanding of the Essential Standards in Math.	Field Trip Request Forms- Number of educational excursions related to essential standards in Math	In March of 2024, 3 educational excursions related to essential standards in Math had taken place.	In May of 2025, 3 educational excursions related to essential standards in Math and Science had taken place. This action is considered to have been met.			Time Money People
Teachers will prepare and provide information in multiple formats and languages to help engage parents in support of their student's learning.	Fliers and Agendas for Parent Information Nights- Number of fliers and agendas showing a focus on the area of Math	By spring of 2024, only 1 parent engagement night had been held that was focused on the area of Math & Science.	By spring of 2025, 1 parent engagement night had been held that was focused on the areas of Math and Science. This action is considered to have been met.			Time Money People
Childcare will be provided during parent information nights, parent meetings and community engagement events.	Classified Timesheets- Number of hours time-sheeted for childcare during parent meetings.	In April of 2024, 4 hours had been time-sheeted for childcare.	In May of 2025, 3 hours had been time-sheeted for childcare. This action is considered to have been met.			Time Money Money

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Fall 2024 Benchmark- increase the percentage of classes that meet or exceed the district mean RIT in	At this time, 74% of classes are meeting or exceeding the district mean RIT in Reading. We are currently exceeding our goal. Kindergarten = 2/3 classes met or	Instructional Leadership team members met to monitor progress on this goal on September 9, 2024, and members of	Refine

Math on the NWEA MAP assessment to 90%. Results collected from the Class Profile which includes the site mean RIT, by class and grade, were compared to the same information in the District Profile report. Results were shared in an overall percentage of classes that met or exceeded district Mean RIT.	exceeded district mean RIT 1st grade = 2/3 classes met or exceeded district mean RIT 2nd grade = 2/3 classes met or exceeded district mean RIT 3rd grade = 3/3 classes met or exceeded district mean RIT 4th grade = 2/3 classes met or exceeded district mean RIT 5th grade = 2/3 classes met or exceeded district mean RIT 6th grade = 3/3 classes met or exceeded district mean RIT 7th grade = 2/3 classes met or exceeded district mean RIT 8th grade = 3/3 classes met or exceeded district mean RIT Data related to Cycle 1 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B55D19646-7356-4009-AFAD-3862928D094B%7D&file=Progress%20Monitoring%202024-2025.pptx&action=edit&mobileredirect=true Learning Walks are considered to be one of the most effective ways to measure classroom implementation of signature strategies. Learning Walk Data for Cycle 1 is summarized below: In November of 2024, 110-out-of-141 (78%) learning walks verified instruction in essential standards. In November of 2024, 108-out-of-141 (77%) learning walks verified implementation of core curriculum. In November of 2024, a range of 54-96-out-of-141 (38-68%) learning walks verified utilization of engagement strategies. This data shows a decline in the use of engagement strategies, particularly the use of a variety of question techniques.	the Safety Team, School Site Council and Associated Student Body met to monitor progress on September 26, 2024. They celebrated that the goal had been met in at least 2/3 classes in all grade levels. When analyzing Learning Walk data, the ILT attributed growth to strong evidence of using essential standards and the use of the core curriculum, as well as strong evidence of the use of prompts to build cognition and metacognition. At Neil Hafley, this is referred to as "Be Less Helpful" in order to build student agency. The ILT identified the need to incorporate a wider variety of questioning techniques to help teachers check for understanding and support the collection of evidence of student progress through more creative means.	

Cycle 2: Winter 2025 Benchmark-Increase the percentage of students who meet or exceed the district mean RIT in Math by 10% at each test administration.	Data related to Cycle 2 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B99F85C7A-2AFA-4626-9A82-6EFEB9E1863B%7D&file=Progress%20Monitoring%20Cycle%202%202024-2025.pptx&action=edit&mobileredirect=true Although fewer learning walks were completed in Cycle 2, a rubric was added to help calibrate the findings in learning walks and help make the data more meaningful. Eight-out-of-twenty-seven classes met or exceeded the district mean RIT in Math. At this time, 30% of classes are meeting or exceeding the district mean RIT which is less than the 74% who were meeting or exceeding the district mean RIT in the fall.	A PLC rubric was implemented by the ILT. Agendas and PLC documentation will be analyzed by the ILT to ensure the site remains on track. Professional learning with the PEBC coach has focused on implementation of the Math Workshop Model which is a model that is highly engaging for students. Four site teachers who were considered top-tier in Math instruction were observed by three tier two teachers who were then paired with one of the top tier teachers for further observation and planning time. In February, when the PEBC coach returns, a third group of teachers will observe the tier two teachers, and all teachers will participate in professional learning with the PEBC coach. A learning walk rubric was also implemented. A schedule waiver was submitted to district and MEA to continue the early release Wednesday model for the coming year so that this work can continue.	Continue
Cycle 3: Spring2025 Benchmark-Increase the percentage of students who meet or exceed the district mean RIT in Math by 10% at each test administration.	Data related to Cycle 3 for all goals in this Srategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7BD508AF30-F76F-4935-	The PLC rubric and learning walk rubrics were used and refined in ILT meetings. Professional learning continued to focus on	Refine

	BC83-4CE21F9F8315%7D&file=Progress%20Monitoring%20Cycle%203%202024-2025.pptx&action=edit&mobileredirect=true Twelve-out-of-twenty-seven classes met or exceeded the district mean RIT in Math. At this time, 44% of classes are meeting or exceeding the district mean RIT which is greater than the 30% that were meeting or exceeding the district mean RIT in the winter.	implementation of the PEBC model. Involuntary changes of teacher grade level assignments for the 2025-2026 school year were implemented to provide strong teacher leadership at each grade level. In addition to these changes, the current Administrative Leadership Team will recommend changes to the structure of the Instructional Leadership Team and encourage participation of key individuals on the team.	

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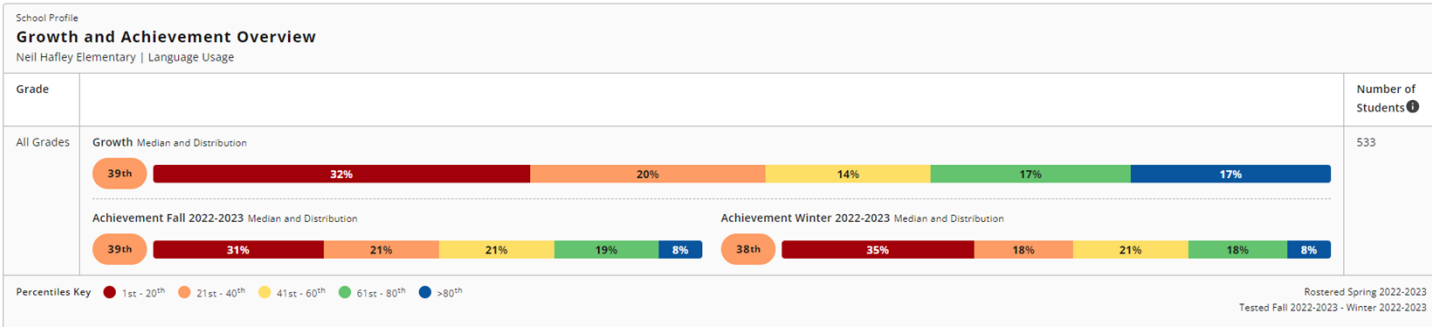
Progress Monitoring

Neil Hafley Elementary



SCHOOL PERFORMANCE OVERVIEW

Neil Hafley Elementary

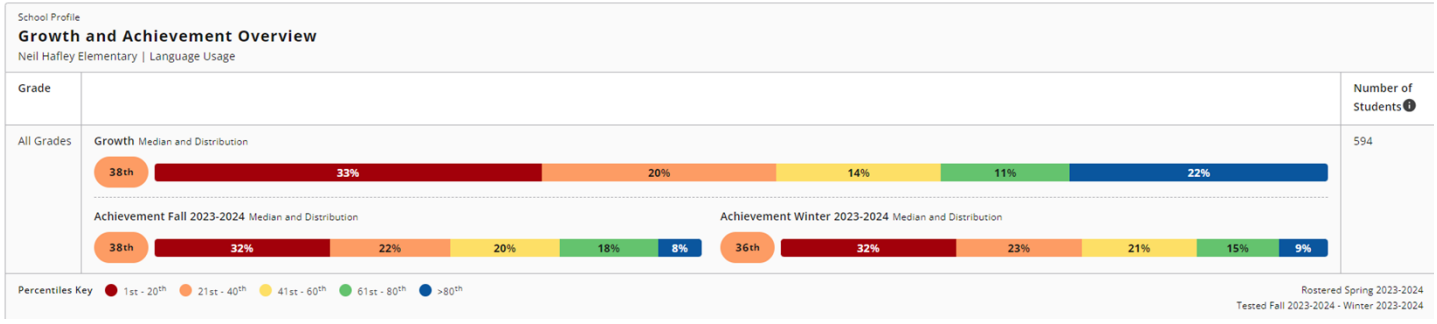
Explore the performance of Neil Hafley Elementary under California's Accountability System.

Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts
Orange	Red	Green	Red

Mathematics

Yellow

Neil Hafley Elementary



NEIL HAFLEY SCHOOL

Multi-Language Learners

Multi-Language Learners Make Up 21.3% of the Neil Hafley Population

This data was collected in the winter of 2024.

Math

Grade Level	# with Growth Projections	# of Students Who Met Their Growth	% of Students Who Met
Kindergarten	24	8	33
1st Grade	19	4	21
2nd Grade	19	9	47
3rd Grade	16	6	38
4th Grade	26	15	57
5th Grade	19	9	47
6th Grade	15	5	33
7th Grade	22	12	55
8th Grade	16	8	50
Total	**176**	**76**	**43**

Reading

Grade Level	# with Growth Projections	# of Students Who Met Their Growth	% of Students Who Met
Kindergarten	24	5	21
1st Grade	19	5	26
2nd Grade	19	6	32
3rd Grade	16	2	13
4th Grade	26	9	35
5th Grade	19	7	37
6th Grade	15	5	33
7th Grade	22	11	50
8th Grade	16	9	56
Total	**176**	**59**	**34**

NEIL HAFLEY SCHOOL

Multi-Language Learners

Multi-Language Learners Make Up 21% of the Neil Hafley Population

This data shows Achievement and Growth Band Distribution from Fall of 2023 to Winter of 2024 for Grades 4-8.

Achievement Winter 2024

Grade Level	# in Red Band	# in Orange Band	# in Yellow Band	# in Green Band	# in Blue Band
4th Grade	13	6	2	0	1
5th Grade	7	9	1	1	0
6th Grade	8	1	2	0	0
7th Grade	6	9	2	1	0
8th Grade	7	5	4	0	1
Total	**41**	**30**	**11**	**2**	**2**

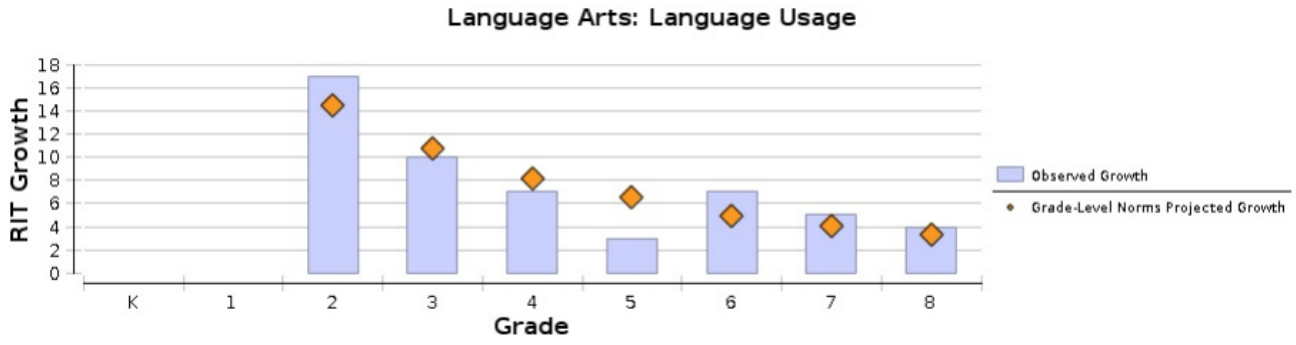
Growth Fall 2023- Winter 2024

Grade Level	# in Red Band	# in Orange Band	# in Yellow Band	# in Green Band	# in Blue Band
4th Grade	11	7	2	0	2
5th Grade	6	6	4	1	1
6th Grade	3	6	0	1	1
7th Grade	5	1	6	1	5
8th Grade	2	3	3	4	5
Total	**27**	**23**	**15**	**7**	**14**

Neil Hafley Elementary

Language Arts:
Language Usage

		Comparison Periods								Growth Evaluated Against						
		Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	74	163.2	13.9	5	180.1	17.4	12	17	1.1	14.4	0.85	80	74	37	50	49
3	70	183.3	18.0	25	193.5	17.2	23	10	0.9	10.8	-0.29	39	70	33	47	42
4	87	190.0	19.8	14	196.7	15.7	10	7	1.1	8.1	-0.84	20	87	33	38	33
5	90	193.1	16.8	4	195.8	17.7	1	3	1.0	6.5	-2.42	1	90	30	33	20
6	74	202.6	15.0	14	209.5	13.6	23	7	0.8	4.9	1.43	92	74	48	65	56
7	100	206.4	15.8	18	211.5	14.1	23	5	0.8	4.1	0.77	78	100	58	58	59
8	88	212.9	14.0	35	216.5	13.8	37	4	0.8	3.3	0.19	58	88	44	50	47



Data

Data Analysis

Ellevation- Neil Hafley School currently has 176 Multi-Language Learners. Twelve students are Newcomers with ELPAC scores at Novice Level 1. Forty-five students are identified as LTEL. The Home Language of most students is Spanish with Punjabi-speaking students being the next largest group. Other languages represented at Neil Hafley include Russian, Samoan, Pashto, Tagalog and Farsi. The majority of Multi-Language Learners are in 4th, Kinder, and 7th grades, respectively. Results of ELPAC assessment show Reading as the greatest area of need for Multi-Language Learners.

NWEA School Profile- This year's School Profile Report for Language Usage was compared to last year. Fall of 2022 Language Usage Achievement included 48% in the yellow, green and blue bands compared to winter Language Usage Achievement for 2023 which included 47% in the yellow, green and blue bands. Fall of 2023 Language Usage Achievement included 48% in the yellow, green and blue bands compared to winter Language Usage Achievement for 2024 which included 45% in the yellow, green and blue bands. Language Usage Growth, for the 2022-2023 schoolyear, included 48% of students in the yellow, green or blue while Language Usage Growth for the 2023-2024 schoolyear, included 47% of students in the yellow, green or blue. The percentage of students in these higher bands appears to have remained consistent the past two years.

In Language Usage, the grade levels with the highest percentile growth were 7th, 2nd, and 6th grades. The grade levels with the highest percentile achievement were 7th, 6th, and 5th grades.

Neil Hafley School dove deeper into the NWEA MAP School Profile Report for Language Usage to examine the Achievement and Growth bands of each Multi-Language Learner by grade level. The focus was on grades 4-8, where 86/176 (49%) of our Multi-Language Learners currently are. These students are considered more likely to have had experience in U.S. Schools. The findings were that the preponderance of achievement and growth scores fell in the red band, however 41/86 (48%) of students received achievement scores in the red band while only 27/86 (31%) of students received growth scores in the red band. Fourteen of 86 (16%) of students received growth scores in the blue band.

Next, Hafley compared Multi-Language Learners' fall achievement bands in the area of Language Usage to their winter results.
In 4th grade, Class #1 had 4 students who dropped one band and 3 students who remained the same. Class #2 had 2 students who dropped a band and 5 students who stayed the same. Class #3 had one student move up a band and 7 students who stayed the same.
In 5th grade, Class #1 had 4 students stay the same and one student move up a band. Class #2 had 4 students stay the same, 1 student move up a band and 1 student move down a band. Class #3 had 2 students stay the same, 1 student move up a band and 1 student move down a band. Class #4 is our 4-6 SDC and 3 students stayed the same.
In 6th grade, Class #1 had 3 students stay the same. Class #2 had 1 student stay the same, 1 student move up a band and 1 student move down a band. Class #3 had 2 students stay the same. Class #4 is our 4-6 SDC and 2 students stayed the same.
In 7th grade, Class #1 had 1 student stay the same and one student move down a band. Class #2 had 1 student move up a band, 3 students move down and 5 students stay the same. Class #4 is our 7/8 SDC and 1 student stayed the same.
In 8th grade, Class #1 had 2 students who went up, 2 students who went down and 1 student who stayed the same. Class #2 had 2 students who went up and 1 student who stayed the same. Class #3 had 1 student who went down and 3 students who stayed the same. Class #4 is our 7/8 SDC and 5 students stayed the same while 1 student did not have a fall achievement score as he returned to school late in the year.

Illuminate MAP Growth Fall to Winter Reading 2023-2024- Neil Hafley examined the growth of its Multi-Language Learners based on NWEA MAP results in the area of Reading. The following students met growth:
5/24 (21%) of Multi-Language Learning Kindergarteners

5/19 (26%) of Multi-Language Learning 1st Graders
6/19 (32%) of Multi-Language Learning 2nd Graders
2/16 (13%) of Multi-Language Learning 3rd Graders
9/26 (35%) of Multi-Language Learning 4th Graders
7/19 (37%) of Multi-Language Learning 5th Graders
5/15(33%) of Multi-Language Learning 6th Graders
11/22 (50%) of Multi-Language Learning 7th Graders
9/16 (56%) of Multi-Language Learning 8th Graders

The highest percentage of Multi-Language Learners who met growth in Reading were in 7th, 8th and 5th grades.

Illuminate MAP Growth Fall to Winter Math 2023-2024- Neil Hafley examined the growth of its Multi-Language Learners based on NWEA MAP results in the area of Math. The following students met growth:
8/24 (33%) of Multi-Language Learning Kindergarteners
4/19 (21%) of Multi-Language Learning 1st Graders
9/19 (47%) of Multi-Language Learning 2nd Graders
6/16 (38%) of Multi-Language Learning 3rd Graders
15/26 (57%) of Multi-Language Learning 4th Graders
9/19 (47%) of Multi-Language Learning 5th Graders
5/15(33%) of Multi-Language Learning 6th Graders
12/22 (55%) of Multi-Language Learning 7th Graders
8/16 (50%) of Multi-Language Learning 8th Graders

The highest percentage of Multi-Language Learners who met growth in Math were in 4th, 8th and 7th grades.

Student Need 4:

Neil Hafley Multi-Language Learners need Integrated and Designated supports to develop the language skills needed to meet their growth targets in other content areas, including Reading and Math.

SMART Goal 1

Goal 8: By June of 2027, the percentage of Multi-Language Learners who meet growth in Language Usage will increase by 30%.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teacher training will be provided in the areas of Integrated and Designated ELD. Training will take place on 2-out-of-4 Early Release Wednesdays per month (contingent on on-going	Professional Learning Agendas- Number of professional learning agendas showing strong evidence of focus on Integrated and Designated ELD Learning Walk Data-	In April of 2024, 5 professional learning agendas and sign-in sheets specific to ELD had been collected.	In May of 2025, Professional Learning agendas Total Number of Professional Learning opportunities at site- 51			Time Money People

approval), pull-out days using substitute coverage, and conferences within and outside of the district.	Number of learning walks showing strong evidence of ELD	In the fall of 2024, the learning walk form will be revised to collect specific data on Integrated and Designated ELD.	No Evidence- 46 Some Evidence- 2 Strong Evidence- 3 This action is considered to have been met despite the lower number of ELD-specific agendas due to the fact that many agendas, particularly in the beginning of the year, were focused on the implementation of Standards-Based Report Cards, the PLC process, the Learning Walk process and assessment procedures that did provide indirect support to strengthening student performance in Language Usage. Learning Walk Data In May of 2025, 142-out-of-201 (71%) learning walks verified instruction in essential standards. In May of 2025, 147-out-of-201 (73%) learning walks verified			

			implementation of core curriculum. In May of 2025, a range of 69 to 126-out-of-201 (34-63%) learning walks verified utilization of engagement strategies.			
Bilingual paraprofessionals will provide direct service to identified Multi-Language Learners weekly.	Number of students receiving direct services from the bilingual paraprofessional as measured by her schedule in conjunction with a list of identified Multi-Language Learners by classroom.	In March of 2024, -- (number of) students receive direct services from a bilingual paraprofessional.	In May of 2025, 170 students receive direct services from a bilingual paraprofessional. This action is considered to be met.			Time Money People
Three times each year, the ELD Team, a subset of Neil Hafley School's ILT, will analyze data, identify effective practices and provide professional development for teachers, applying best practices for Integrated and Designated Language Development as applied to Reading content.	NWEA MAP Reading Growth- % of Multi-Language Learners meeting growth	Met Reading Growth Winter 2023-2024: Multi-Language Kinder 5/24 (21%) Multi-Language 1st Graders 5/19 (26%) Multi-Language 2nd Graders 6/19 (32%) Multi-Language 3rd Graders 2/16 (13%) Multi-Language 4th Graders 9/26 (35%) Multi-Language 5th Graders 7/19 (37%)	Met Reading Growth Spring 2024-2025: Multi-Language Kinder 3/22 (14%) Multi-Language 1st Graders 9/22 (41%) Multi-Language 2nd Graders 5/18 (28%) Multi-Language 3rd Graders 8/19 (42%) Multi-Language 4th Graders 1/14 (7%) Multi-Language 5th Graders 8/27 (30%)			Time Money People

		Multi-Language 6th Graders 5/15(33%) Multi-Language 7th Graders 11/22 (50%) Multi-Language 8th Graders 9/16 (56%)	Multi-Language 6th Graders 2/15 (13%) Multi-Language 7th Graders 7/18 (39%) Multi-Language 8th Graders 7/15 (47%) This action is considered to have been met.			
Three times each year, the ELD Team, a subset of Neil Hafley School's ILT, will analyze data, identify effective practices and provide professional development for teachers, applying best practices for Integrated and Designated Language Development as applied to Math content.	NWEA MAP Math Growth- % of Multi-Language Learners meeting growth	Met Math Growth Winter 2023-2024: Multi-Language Kinder 8/24 (33%) Multi-Language 1st Graders 4/19 (21%) Multi-Language 2nd Graders 9/19 (47%) Multi-Language 3rd Graders 6/16 (38%) Multi-Language 4th Graders 15/26 (57%) Multi-Language 5th Graders 9/19 (47%) Multi-Language 6th Graders 5/15(33%) Multi-Language 7th Graders 12/22 (55%) Multi-Language 8th Graders 8/16 (50%)	Met Math Growth Spring 2024-2025: Multi-Language Kinder 11/22 (50%) Multi-Language 1st Graders 9/22 (41%) Multi-Language 2nd Graders 8/18 (44%) Multi-Language 3rd Graders 12/19 (63%) Multi-Language 4th Graders 7/14 (50%) Multi-Language 5th Graders 7/27 (26%) Multi-Language 6th Graders 6/15 (40%) Multi-Language 7th Graders 10/18 (56%) Multi-Language 8th Graders 5/15 (33%)			Time Money People

			This action is considered to have been met.			
Three times each year, the ELD Team, a subset of the ILT, will case manage students who are identified as Multi-Language Learners. They will review data, study educational research and provide information to students' teachers regarding their needs.	Number of students who drop, increase or remain in the same band from one administration of the NWEA Language Usage assessment to the next.	In March of 2024, in a comparison of fall to winter NWEA Language Usage results: 16 Multi-Language Learners dropped a band; 10 Multi-Language Learners had increased a band; 50 Multi-Language Learners had remained in the same band.	In May of 2025, in a comparison of fall to spring NWEA Language Usage results: 26 Multi-Language Learners dropped a band; 8 Multi-Language Learners had increased a band; 84 Multi-Language Learners had remained in the same band. This action is considered to have been met.			Time Money People
Staff will be time-sheeted for providing translation outside of their regular workday in support of student learning.	Classified Timesheets-Number of activities, meetings or documents that require translation.	In March of 2024, the following required translation: 8th Grade SSTs = 5 (This baseline is currently being collected).	In May of 2025, 6 timesheets had been received for translation services. This action is considered to have been met.			Time Money People
Childcare will be provided during parent information nights, parent meetings and community	Classified Timesheets-Number of hours time-sheeted for childcare during parent meetings.	In April of 2024, 4 hours had been time-sheeted for childcare.	In May of 2025, 3 hours had been time-sheeted for childcare.			Time Money People

engagement events.			This action is considered to have been met.			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Fall Benchmark- The percentage of Multi-Language Learners who meet growth in Language Usage will increase by 10%, annually. To stay on track, MLL will need to increase by 3.33% each test administration.	At this time, 62% of Multi-Language Learners met growth in the fall administration of MAP in Language Usage. This is an increase of 23% more students that met growth than in the spring of 2024. Based on this evidence, Neil Hafley is exceeding it's goal to increase the percentage of Multi-Language Learners who meet growth by 10%. A second piece of evidence that supported this conclusion was the recently released CAASPP Learner Progress data. Neil Hafley students were in the green on the Dashboard with 57.9% making progress. Long-Term English Learner Progress was in the blue. Data related to Cycle 1 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B55D19646-7356-4009-AFAD-3862928D094B%7D&file=Progress%20Monitoring%202024-2025.pptx&action=edit&mobileredirect=true	The growth experienced by Multi-Language Learners on the NWEA MAP Language Usage assessment is contributed to the implementation of integrated and designated ELD, visual supports, and the consistent assistance of two bilingual paraprofessionals. In addition, the grade levels experiencing the highest growth make good use of their team through the PLC process and implement flexible groups.	Continue
Cycle 2: Winter Benchmark- Increase the percentage of Multi-Language learners who meet growth in	Data related to Cycle 2 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?	A PLC rubric was implemented by the ILT. Agendas and PLC documentation will be analyzed by the ILT to	Continue

Language Usage by 3.33% each test administration.	sourcedoc=%7B99F85C7A-2AFA-4626-9A82-6EFEB9E1863B%7D&file=Progress%20Monitoring%20Cycle%202%202024-2025.pptx&action=edit&mobileredirect=true Forty-five-point-five percent of Multi-Language Learners met growth in the winter administration of MAP in Language Usage. This is a decrease of 16.5% less students that met growth in the fall of 2024. Still, the percentage of MLL who met growth is 6.5% more than the percentage in the spring of 2024. Neil Hafley can still meet this goal.	ensure the site remains on track. The Neil Hafley ELD Team, a subset of the ILT, reviews student data, plans professional learning and makes recommendations to classroom teachers. BeGlad Learning Walks are schedule to take place in February. These will help inform progress. A schedule waiver was submitted to district and MEA to continue the early release Wednesday model for the coming year so that this work can continue.	
Cycle 3: Spring Benchmark- Increase the percentage of Multi-Language learners who meet growth in Language Usage by 3.33% each test administration.	Data related to Cycle 3 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7BD508AF30-F76F-4935-BC83-4CE21F9F8315%7D&file=Progress%20Monitoring%20Cycle%203%202024-2025.pptx&action=edit&mobileredirect=true Thirty-seven percent of Multi-Language Learners met growth in the spring administration of MAP in Language Usage. This is a decrease of 25%.	While refining the PLC process through guided reflection and the use of the PLC Rubric, the ILT also sought to improve upon the learning walks that were happening frequently in Cycle 1. A Learning Walk Rubric was borrowed from another site and revised to focus attention on identifying and measuring evidence of Neil Hafley's School-wide Instructional Norms. By the end of Cycle 3, learning walks were taking place to better inform the ILT and support planning for future professional learning. The ILT and other teachers will need more practice using the Learning Walk Rubric in the coming year.	Refine

Progress Monitoring 25-26

Progress Monitoring

District Goal

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

Site Tier 1, 2, and 3 Goals

Learning will be provided in an environment that is safe, where all individuals strive to be outstanding, accepting of others and responsible citizens.

Climate

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.50	3.74	0.91	4.62	0.20	3.17
Expulsions	0.00	0.00	0.01	0.09	0.00	0.07

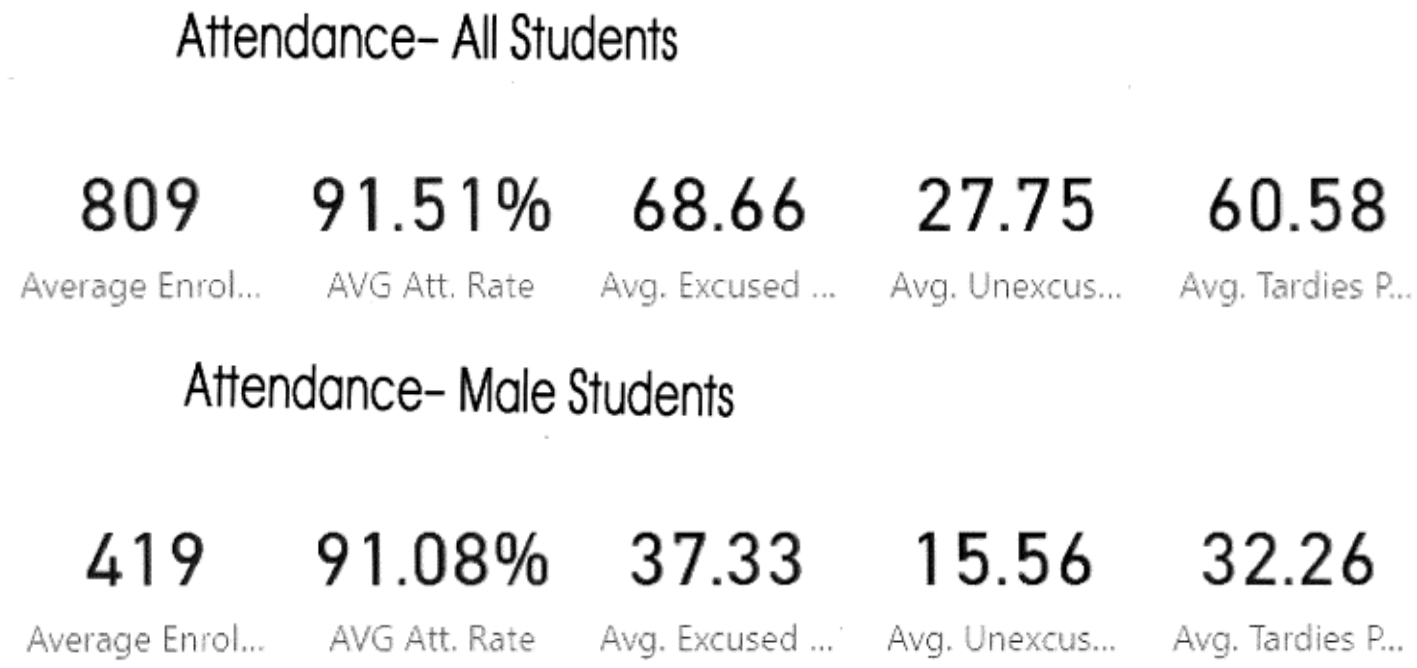
This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the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

Subject	School 2022-23	District 2022-23	State 2022-23
Suspensions	7.97	4.96	3.60
Expulsions	0.00	0.24	0.08

2022-23 Chronic Absenteeism by Student Group

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

All Students	828	793	288	36.3
Female	390	373	130	34.9
Male	438	420	158	37.6
American Indian or Alaska Native	6	4	2	50.0
Asian	55	49	21	42.9
Black or African American	23	19	3	15.8
Filipino	26	26	6	23.1
Hispanic or Latino	526	511	192	37.6
Native Hawaiian or Pacific Islander	4	4	2	50.0
Two or More Races	23	23	9	39.1
White	165	157	53	33.8
English Learners	191	188	62	33.0
Foster Youth	8	6	2	33.3
Homeless	26	23	13	56.5
Socioeconomically Disadvantaged	504	482	186	38.6
Students Receiving Migrant Education	1	1	1	100.0
Students with Disabilities	124	120	53	44.2



Attendance- Female Students

390	91.97%	31.33	12.19	28.32
Average Enrol...	AVG Att. Rate	Avg. Excused ...	Avg. Unexcus...	Avg. Tardies P...

NEIL HAFLEY **Attendance Rate by Month** Data collected on March 23, 2024	
Month	Attendance Rate
August	93.71%
September	92.82%
October	92.65%
November	90.42%
December	89.40%
January	90.58%
February	90.10%
March	
April	
May	

NEIL HAFLEY **Chronic Absenteeism by Grade Level** Chronic Absentees are defined as missing 10% or more of the days they are enrolled. Data collected on March 23, 2024			
Grade Level	Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Kindergarten	84	37	44%
1st Grade	81	32	40%
2nd Grade	82	27	33%
3rd Grade	80	26	33%
4th Grade	96	19	20%
5th Grade	94	30	32%
6th Grade	90	21	23%
7th Grade	110	29	26%
8th Grade	105	26	25%
Total	822	247	30%

NEIL HAFLEY LEARNING WALK DATA 2023-2024

Date	Total Number Walks	Essential Standards	Base Core Curriculum	Fundations /Supplemental	More student talk…	Less helpful	Variety of questioning	Notice	Wonder	How about	Note:
11-Aug	41	33	26	12	22	26	14	24	9	1	
13-Sep	26	21	21	7	16	20	13	28	15	14	
18-Sep	15	11	11	3	8	7	2	11	6	6	PBIS
25-Sep	17	17	17	8	14	14	13	17	7	4	ELD
25-Sep	11	10	10	4	9	10	6	10	4	1	ELD
4-Oct	15	14	13	0	13	14	9	15	14	5	New Teachers
24-Oct	31	21	31	24	5	13	7	28	28	14	SPED
26-Oct	24	22	20	6	5	1	2	20	15	17	
6-Nov	3	3	3	1	0	0	2	3	3	3	Prin
7-Nov	21	20	19	7	18	17	13	21	13	5	Pull-out Day
29-Nov	23	17	21	8	6	3	3	19	18	12	
4-Dec	4	1	4	1	3	4	2	4	1	0	ELD
8-Dec	6										Students
13-Dec	1	1	1	0	1	1	1	1	1	1	ELD
17-Jan	24	18	21	6	9	13	7	23	18	3	
26-Jan	4	3	3	3	1	2	2	4	3	0	
13-Feb	5	5	5	1	1	2	3	5	5	3	
7-Mar	3	3	2	0	2	2	1	3	3	2	
Total	274	220	228	91	133	149	100	236	163	91	

NEIL HAFLEY
Chronic Absenteeism by Group
Chronic Absentees are defined as missing 10% or more of the days they are enrolled.
Data collected on March 23, 2024

Group	2021-2022	2022-2023	2023-202
African/African-American	30%	28.6%	15.8%
American Indian/Alaskan	80%		50%
Asian	40%	41%	23.7%
Filipino	13%		23%
Hispanic/Latino	64%	37%	37.6%
Pacific Islander	75%	33.3%	50%
White	45%	33%	33.8%
Multi-Language Learners		34%	33%
Socioeconomically Disadvantaged		41%	38.6%
Students with Disabilities		46%	44.2%
Total	55%	36%	30%

Data Analysis

Power BI Attendance Dashboard- In concern about overall student health and safety, Neil Hafley School examined the attendance rates of all students. The average attendance rate on March 23, 2024 was 91.51% with females having a slightly higher rate of attendance (91.97%) and males having a slightly lower rate of attendance (91.08%). When broken down into months of the school year, we see that the rate of attendance is slightly better at the beginning of school and drops as the winter and holiday months arrive.

Q Attendance Analysis and Chronic Absenteeism- Neil Hafley also continues to track Chronic Absentees since the post-COVID attendance concerns of the 2021-2022 school year. With an enrollment of 822 students on March 23, 2024, Neil Hafley had 30% of its students identified as Chronically Absent or missing more than 10% of the number of days that they were enrolled.

Learning Walk- Student engagement strategies have been an identified need at Neil Hafley for years. The Neil Hafley ILT completed a book study of The Highly Engaged Classroom: The Classroom Strategies Series (Generating High Levels of Student Attention and Engagement) and worked with teachers to develop school-wide instructional norms that are included in the school's Learning Walk form. These norms include, "More student talk. Less teacher talk," "Be less helpful (having teachers develop productively struggle)," and "Use a variety of questioning techniques (not calling on a raised hand)." Since that time, MUSD has focused professional learning on Signature Strategies and the Workshop Model in Mathematics which reinforce the same school-wide instructional norms that the ILT had been working to implement. Still, evidence from Learning Walks indicates that implementation of these strategies has been slow and that the 14 teachers who are new to the profession or the site are in need of further training in these practices.

Neil Hafley has also monitored the Chronic Absenteeism of its subgroups over time in order to identify barriers and insure equity. Some data is missing where it was not collected or where the group size was less than 10 students. From this information, we can see that the efforts being made to address absenteeism are working although they are far from the average prior to COVID.

In the spring of 2023, an Outreach Assistant was hired to work 4.5 hours per day, 4 days per week, to help identify barriers, incentivize good attendance, and re-engage students, parents and guardians. A shared Chronic Absenteeism Spreadsheet is utilized to help the OA systematically work through progressive steps while documenting her efforts. From August to January of this schoolyear, the OA held 36 individual meetings. She identified barriers for 37 students. She has implemented interventions for 28 students. She has sent 14 emails to parents or guardians of Chronic Absentees. She has documented over 30 telephone calls. She followed those phone calls with 12 additional calls. And, she tracked the MAP Reading scores of 35 students to identify whether Chronic Absenteeism impacted learning growth. She found that while 17 of her 35 focus students did not meet growth, 18 students did. Next school year, the school has requested to increase the OA's time to 5.75 hours per day, 4 days per week, so that she can be on campus in the morning to help get students up for school.

Student Need 1:

Neil Hafley students need support to be at school, on time, daily, in order to access standards-based instruction.

SMART Goal 1

Goal 9: By June of 2027, the percentage of students identified as chronically absent will decrease to 12% or less.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Neil Hafley will inform all educational partners of the importance of regular attendance in school through oral and written	Fliers, Agendas, Sign-In and Blackboard Messages- Number of fliers, agendas and sign-in sheets for educational partners meetings and copies of out-going	In March of 2024, formal information was presented to educational partners on the importance of	In May of 2025, formal information was presented to educational partners on the importance of			Money People

communication in multiple languages, at least 5 times per year including Orientations, Back-to-School Night and Goal-setting Conferences.	messages that include information about attendance policies and procedures or inform stakeholders of the importance of regular attendance in school	regular attendance in school 4 times.	regular attendance in school 1 time. This does not include PM Attendance calls that go out nightly. We are making progress on this action.			
Administration and office staff will monitor student attendance weekly while implementing district policies and practices.	Number of students receiving T2 letters who are monitored in weekly meetings compared to the number of students who receive T3 letters	In April of 2024, the vice principal and attendance clerk held 12 meetings to review 92 students who received T2 letters. Of these 92, 42 (50%) students' attendance improved, and did not require a T3.	In May of 2025, the vice principal and attendance clerk held 23 meetings to review 32 students who received T2 letters. Of these 32, 19(59.3%) students' attendance improved and did not require a T3. We are making progress on this action.			Time Money People
Teachers will collaborate and participate in professional learning on the school's focus area of strategies for student engagement and implement best practices.	Professional Learning Agendas- Number of professional learning agendas for PLCs and trainings with the specific focus of engagement strategies to develop positive student attendance	In March of 2024, teachers had participated in 11 PLC sessions that included discussion and problem-solving on the topic of developing positive student attendance through implementation of	In May of 2025, teachers had participated in 11 PLC sessions that included discussion and problem-solving on the topic of developing positive student attendance through implementation of			Time Money People

		engagement strategies.	engagement strategies. PLC Agendas on engagement: Some Evidence= 3 Strong Evidence= 8 This action is considered to be met.			
Teachers will collaborate and participate in professional learning on the school's focus area of Positive Behavioral Interventions and Supports (PBIS) and implement daily attendance, behavior and SEL lessons during SOAR time.	Lesson Plans for SOAR (PBIS/SEL) Time-Number of daily SOAR lesson plans that are focused on developing positive student attendance.	In April of 2024, PBIS lesson plans had not been collected. Efforts will be focused next school year on developing positive student attendance and the collection of PBIS lesson plans.	In May of 2025, teachers had participated in 14 PLC sessions that included discussion and problem-solving on the topic of developing positive student attendance through implementation of PBIS and SEL strategies. PLC Agendas on engagement: Some Evidence= 8 Strong Evidence= 6 This action is considered to be met.			Time Money People
An Outreach Assistant will identify the students who are most in need of support, work to eliminate the barriers to their attendance by	Q Attendance analysis and Chronic Absenteeism Reports-Decrease in the percentage of students who are identified as Chronically Absent (absent 10% or more	On March 23, 2024, 30% of Neil Hafley students were identified as Chronically Absent.	In May 2025, 30% of Neil Hafley students continue to be identified as Chronically Absent.			Time Money People

developing interventions and incentivizing positive attendance at school.	of the number of days they are enrolled in school)		We did not meet this action and will further focus the work of the Outreach Assistant to increase her efficiency.			
A weekly "shout-out" will be given to the class that has the best attendance. A monthly reward will be given to the class that has the best attendance. Increased incentives will be provided during the months of November, December, January and February when attendance is poorest. During the month of March, classes will participate in a weekly "March Madness"-themed competition for best attendance.	Q Attendance Reports- Number of classes that are able to earn "shout outs" for best attendance Number of classes that earn a monthly reward Percentage of attendance by month, including weekly percentages during the month of March	In March of 2024, 2 "shout-outs" had been given to classes that had the best attendance. This action was recently added. Ten classes earned monthly rewards. The "March Madness" attendance competition will be added in the 2024-2025 school year. There is no current baseline data on this action.	We did not meet the action of giving weekly "shout-outs," but we did provide increased incentives including a March Madness themed competition for best attendance and a Popsicle party for the kindergarten class with the fewest number of tardies. The "shout -outs" were inconsistent. This action is considered to be met.			Time Money People
Teachers will be trained in the "Why Try," or other supplemental program, designed to positively impact student attendance and behavior.	Professional Learning Agendas- Number of teachers trained in "Why Try," or other supplemental program, who incorporate these lessons into their SOAR time or Saturday School.	In March of 2024, 2 teachers had received new training in the "Why Try" program. Eight teachers total had incorporated "Why Try" curriculum into their SOAR time or	In May of 2025, no teachers had received new training in the "Why Try" program. Seven teachers total had incorporated "Why Try" curriculum into their			Time Money People

		Saturday School sessions.	SOAR time or Saturday School sessions. Four teachers were time-sheeted for Saturday School sessions. This action is considered to be met.			
Students in grades 6-8 who are at-risk for attendance, as identified by admin/teachers, will be invited to participate in Saturday School to increase student attendance by developing connectedness that includes a SEL component and opportunities to receive small group instructional support.	Saturday School Attendance Roster- Number of students who participate in Saturday School Saturday School Survey- Number of students who indicated an increase in school connectedness following participation in Saturday School	In March of 2024, 62 students had participated in Saturday School. A survey is being developed that will be administered to students who attended Saturday School at the end of the school year. The survey will ask, "Since participating in Saturday School, do you feel less, about the same or more connected to school?"	In May of 2025, 28 students had participated in Saturday School. Students who attended were asked to complete a survey indicating whether they felt More connected= Less connected= About the same as before attending Saturday School= Students have not yet completed their responses however students who attended Saturday School have overwhelmingly met 8th grade celebration criteria.			Time Money People

			This action is considered to be met.			
Students who are identified as Foster or Homeless will receive support including check-in with an identified staff member who monitors student academics and attendance, identifies and assists with needs.	Foster and/or Homeless Check-ins- Number of Foster and/or Homeless students who check-in with the Outreach Assistant and/or Vice Principal for support	In April of 2024, 36 Foster and/or Homeless students were receiving extra support through Check-in with the Outreach Assistant and/or Vice Principal.	In May of 2025, 53 Foster and/or Homeless students were receiving extra support through Check-in with the Outreach Assistant and/or Vice Principal. This action is considered to be met.			Time Money People
Culture and climate-building activities and events will be held to support student connectivity and interest in attending school.	Electronic Surveys following Culture and Climate-building Activities and Events- Number of students initially identified as Chronic Absentees who indicate an increase in school connectedness following participation in culture and climate-building activities and events	In April of 2024, there had been culture and climate-building activities and events A survey is being developed that will be administered to students who attended Culture and Climate-building Activities and Events at the end of the school year. The survey will ask, "Since participating in this event, do you feel less, about the same or more connected to school?"	In May of 2025, there had been culture and climate-building activities and events including those organized by the Jr High Leadership Class (such as campaign week, spirit weeks, and grams), those organized by the principal and office staff (such as Dia de Los Muertos, Female Empowerment Day and the Art and Work Showcase), and those organized by classroom teachers (such as Alphabet month, the			Time Money People

			egg drop, building leprechaun traps). This action is considered to be met.			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Fall Benchmark- last year's, end-of-the-year baseline was 30%. Chronic absenteeism is currently declining and will continue to be monitored.	Currently, 21% of the students enrolled have missed 10% or more of the days they have been enrolled. Nineteen percent of Students with Disabilities are considered chronically absent. We do not have accurate information regarding the number of students who are Socioeconomically Disadvantaged due to many parents not completing the benefits form included in the online re-registration process. Actions have included the Outreach Assistant identifying students with the most need and making contact with them and their guardians. The OA has also been reviewing fall NWEA MAP results to see if students' attendance has impacted performance. Since it is early, it is unclear as to whether the percentage will remain low. Data related to Cycle 1 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B55D19646-7356-4009-AFAD-3862928D094B%7D&file=Progress%20Monitoring%202024-2025.pptx&action=edit&mobileredirect=true	Instructional Leadership team members met to monitor progress on this goal on September 9, 2024, and members of the Safety Team, School Site Council and Associated Student Body met to monitor progress on September 26, 2024. Currently, school-wide incentives are in place. Jr High electives are held 1st period to help improve attendance. The fact that electives are student-selected is considered a strength. Members cited the need for inviting classrooms with increased engagement. They would like teachers to start their day off in a positive way, such as with a game to incentivize arriving on-time. They also identified the need for consequences to build accountability. The ILT will include training on these practices in Early Release Wednesday, Professional Learning.	Refine

Cycle 2: Winter Benchmark- currently, the percentage of students who have missed 10% or more of the days they have been enrolled and are therefore considered Chronically Absent is 29%.	Challenges to meeting this goal have included a high number of Flu, Pneumonia, COVID, RSV, and Norovirus cases as well as a series of days in January when Executive Orders on Immigration may have caused nearly twice as many students to miss school. Data related to Cycle 2 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B99F85C7A-2AFA-4626-9A82-6EFEB9E1863B%7D&file=Progress%20Monitoring%20Cycle%202%202024-2025.pptx&action=edit&mobileredirect=true	Data was reviewed and discussed with the ILT on January 9 and 24; with the Safety Team on February 3; School Site Council on January 30 and the English Language Advisory Committee on January 31. In addition, three separate drop-in discussion sessions were held to communicate with partners on the concerns some community members had about immigration policies changing.	Continue
Cycle 3: Spring Benchmark- as we complete the 2024-2025 school year, the percentage of students who have missed 10% or more of the days they have been enrolled and are therefore considered Chronically Absent is 30%.	There was a 1% increase in the percentage of students who were considered Chronically Absent when compared to winter data. In addition to actions that were mentioned earlier in the above Evidence and Analysis section of this plan, the implementation of high interest Jr High electives including a PBIS Partners elective (peer resource), a March Madness attendance competition between grade levels, as well as two students obtaining the support of Yosemite Day School for severe circumstances, have helped to mitigate against an increase in chronic absenteeism. The work of the Outreach Assistant is also considered an effective action based on the number of parents and students she connects with on a daily basis. While the percentage of Students with Disabilities who were identified as Chronically Absent remained stable, the percentage of Socioeconomically Disadvantaged students who were identified as Chronically Absent decreased by 10%. https://musd-	The Safety Team met on April 15 to monitor progress toward meeting safety goals. The team evaluated the effectiveness of current practices and determined next steps would be to continue the PBIS Partners elective, and attendance incentives while following district procedures for addressing poor attendance. The team would also like to continue the work of the Outreach Assistant.	Continue

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Progress Monitoring 25-26

Progress Monitoring

Neil Hafley Elementary

LEARN MORE

Suspension Rate

All Students | State

High

3.7% suspended at least one day

EQUITY REPORT

Number of Student Groups in Each Level

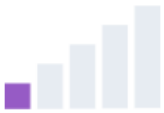
1	5	0	0	0
Very High	High	Medium	Low	Very Low

Explore Groups By Performance Level

Very Low 1 | Low 5 | Medium 0 | High 0 | Very High 0 | No Performance Level 7

Students with Disabilities

Student Group | State



Very High

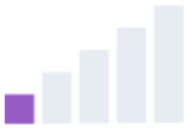
6.3% suspended at least one day

Number of Students: 128

Student Group Details

All Student Groups by Performance Level

13 Total Student Groups



Very High

Students with Disabilities

High

Asian

English Learners

Hispanic

Socioeconomically Disadvantaged

White

POWER BI– All Students

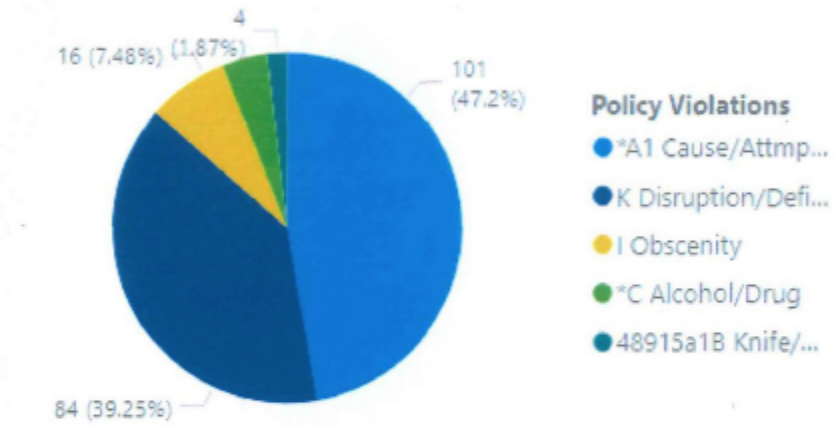
Sch

Student Discipline

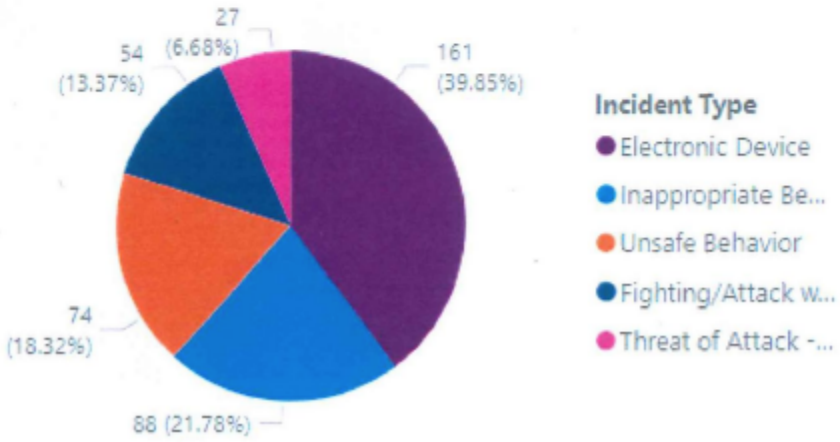
Nei

Using the filters to the right, select your site and incident date range.

Policy Violations (Top 5)



Incident Types (Top 5)



POWER BI– Multi-Language Learners

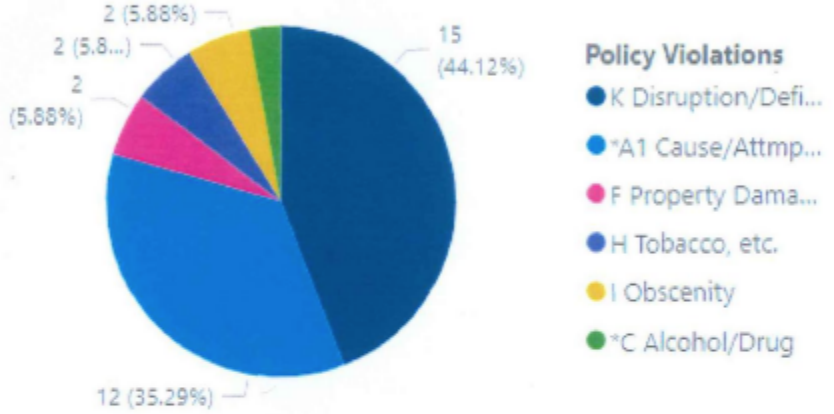
Student Discipline

Using the filters to the right, select your site and incident date range.

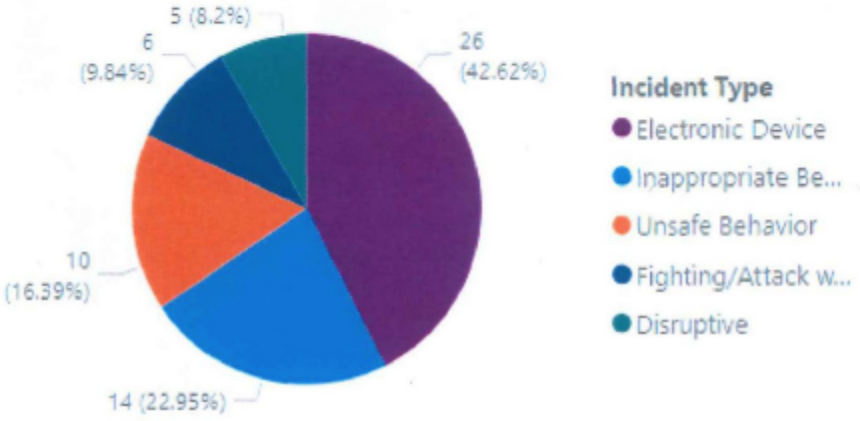
Sc

Ne

Policy Violations (Top 5)



Incident Types (Top 5)



POWER BI– White Students

Student Discipline

Using the filters to the right, select your site and incident date range.

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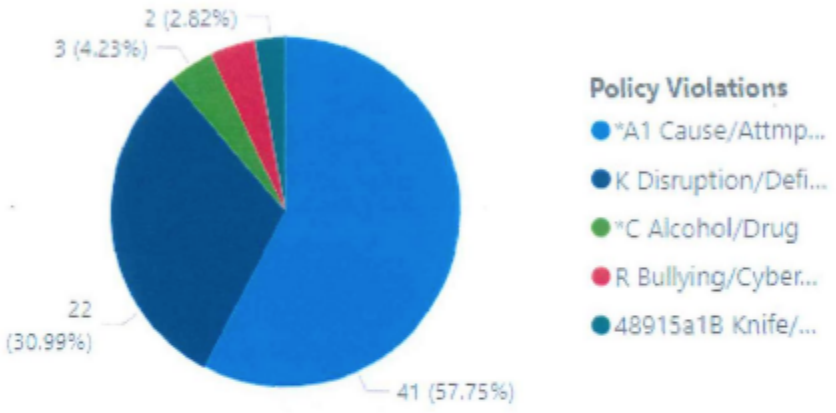
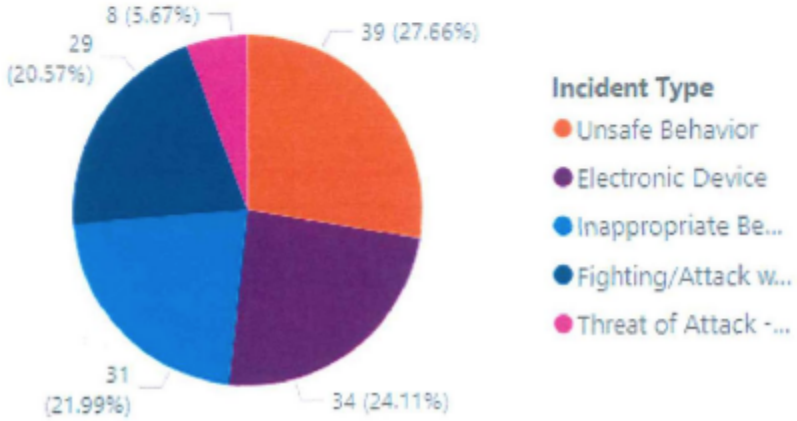
Policy Violations (Top 5)



Incident Types (Top 5)



Data

Incident	Grand Total
Aide/Abet	3
Assault/Battery	1
Bullying/Cyberbullying	8
Cheating/Dishonest	2
Damage School/Personal Property	4
Dangerous Object	3
Defiance	25
Disruptive	18
Eating/Chewing Gum in Class	2
Electronic Device	161
Fighting/Attack w/o Weapon	53
Gambling	1
Graffiti	2
Hate Crime/Racial Slurs	5
Imitation Firearm	1
Inappropriate Behavior/Object	89
Possess Drug Paraphernalia	1
Possess/Use Drugs	8
Possess/Use Tobacco	5
Possess/Use Weapon	3
Profanity	12
Pushing/Shoving	8
Sexual Harassment	10
Student Attire	17
Theft/Robbery/Extortion	1
Threat of Attack - w/ Firearm/Explosive	2
Threat of Attack - w/ Weapon	2
Threat of Attack - w/o Weapon	27
Unsafe Behavior	74
Vape Pen: Nicotine	1
Vape Pen: THC	1
Grand Total	550

Suspension	Bullying/Cyberbullying				1						1
	Damage School/Personal Property		1				1				2
	Dangerous Object					1	4				5
	Fighting/Attack w/o Weapon	1	6		2	4	12	13	10	9	57
	Gambling									1	1
	Inappropriate Behavior/Object				1			1			2
	Possess/Use Drugs						1		2	8	11
	Possess/Use Weapon			1			2	2		1	6
	Pushing/Shoving							2	1		3
	Sexual Harassment						1	1	1	1	4
	Threat of Attack - w/ Firearm/Explosive						1				1
	Threat of Attack - w/ Weapon							2		1	3
	Threat of Attack - w/o Weapon	2	2				4	3	3	7	21
	Unsafe Behavior	1	4			1	1	6	1		14
	Vape Pen: THC									1	1
Suspension Total		4	13	1	4	6	27	30	18	29	132

Policy	Incident	00	01	02	03	04	05	06	07	08	Grand Total
*A1 Cause/Attmpt/Threat Phys Inj	Bullying/Cyberbullying				1						1
	Fighting/Attack w/o Weapon	5	9		7	8	11	13	10	8	71
	Pushing/Shoving						2	4	1	1	8
	Threat of Attack - w/ Weapon							2			2
	Threat of Attack - w/o Weapon	5	2				3	5	3	6	24
	Unsafe Behavior	2	7		1	4	4	6	1	2	27
*A1 Cause/Attmpt/Threat Phys Inj Total		12	18		9	12	20	30	15	17	133
Loss of Privileges	Electronic Device						5	61	32	34	132
	Inappropriate Behavior/Object	1	3	1	2	2		3			12
	Profanity								1	1	2
	Unsafe Behavior						3				3
Loss of Privileges Total		1	3	1	2	2	8	64	33	35	149

Data Analysis

California School Dashboard- Snips from the CA School Dashboard show 6 subgroups in the "Very High" and "High" categories. The subgroup with the highest rate of suspensions were Students with Disabilities (SWD) with 6.3% or 128 SWD receiving suspension. Students in the Asian, Hispanic, and White ethnic groups received higher numbers of suspension as did students in the English Learner (EL) and Socioeconomically Disadvantaged (SED) programs.

Power BI- Snips from the Power BI Dashboard provide information related to the percentage of incidents that have been addressed and documented by penalty area. Violations of A1 Causing/Attempting to cause/Threatening to cause physical injury is the policy most frequently addressed and documented by administration. The second most addressed violation is K Defiance/Disruption and the third is I Obscenity. Subgroups received these three violations in the same order, with the exception of Multi-Language Learners (pictured above) who have a higher number of violations in K Defiance/Disruption, second highest number of violations in A1 Causing/Attempting to cause/Threatening to cause physical injury, and third highest number of violations in F Property Damage. While A1 was the most frequently violated and documented EdCode for White students (pictured above) and K was the second most frequently violated EdCode, the third most frequently violated EdCode for White students was C Alcohol/Drug Use.

Q Student Information System Behavior Penalty Report- The number of student suspensions has been collected and compared, annually, each spring. Since the initial implementation of Positive Behavioral Interventions and Supports (PBIS), the number of suspensions had decreased significantly until school resumed after the COVID Pandemic.
2015-2016 = 125 Suspensions
2016-2017 = 85 Suspensions
2017-2018 = 19 Suspensions
2018-2019 = 3 Suspensions
2019-2020 = 15 Suspensions
2020-2021 = COVID/Distance Learning/Not comparable data = 6 Suspensions
2021-2022 = 42 Suspensions
2022-2023 = 92 Suspensions
2023-2024 = 132 Suspensions

Q SIS Behavior Policy Report- The EdCode most violated, as mentioned above, is A1 Causing/Attempting to cause/Threatening to Cause physical injury (pictured above). The Q SIS Behavior Policy Report shows that the highest number of these incidents occurred in 6th grade with the second highest occurring in 5th grade and the third highest in 1st grade. Sixth grade girls with two or more behavior referrals were a part of the school's Female Empowerment Day and began participating in a girls' group facilitated by staff from Victor Community Services. Sixth grade teachers, two of which are new to teaching, received pull-out training, classroom observations and guided lesson planning to develop their PBIS lessons. In 5th grade, Neil Hafley has a team of three new teachers who also received those supports. The incidents in 1st grade involve mainly one student who has been referred to administration 14 times for violations of A1 this school year. He is a student with disabilities who has a behavior plan, has had a functional behavioral analysis completed for him and requires a 1:1 paraprofessional.

The most commonly addressed and documented incident type is for Electronic Device Violation that disrupts the classroom and/or threatens school safety. Students in grades 6-8th grade received 40 referrals to administration for Electronic Device Violations. In addition to this, teachers provide many reminders, warnings, and parent contacts, as well as formal PBIS lessons on the expectations for cell phones. Students videotaping each other while fighting, posting derogatory material on social media, using cell phones to cheat on assignments, and interrupting instruction all increased in occurrence this school year. After multiple warnings and parent notifications are entered by teachers in Q Visits, cell phones are confiscated by administration who notes this in Q Behavior as a loss of privilege. Other behaviors may result in losses of privileges, as well. In spring of 2024, the following grade levels received the highest number of documented losses of privilege:
6th grade = 61 Losses of Privilege
8th grade = 34 Losses of Privilege
7th grade = 32 Losses of Privilege

Student Need 2:

Neil Hafley students need a safe school climate in order to focus on learning.

SMART Goal 1

Goal 10: By June of 2027, the total number of behavior incidents will decrease by 50%.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Neil Hafley will inform all educational partners of the importance of school-wide expectations in school through oral and written communication in multiple languages, at least 5 times per year including Orientations, Back-to-School Night and Goal-setting Conferences.	Fliers, Agendas, Sign-In and Blackboard Messages- Number of fliers, agendas and sign-in sheets for educational partners meetings and copies of out-going messages that include information about school-wide expectations or inform stakeholders of the importance of positive behavior in school	In March of 2024, information was presented to educational partners on the importance of positive behavior in school 4 times.	In May of 2025, information was presented to educational partners on the importance of positive behavior in school 36 times, including: Kinder Orientation= 1 Middle School Orientation= 1 8th Grade Parent Meetings= 3 School Site Council= 4 English Language Advisory Committee= 4			Time Money People

			Safety Team= 3 ILT= 6 Cert. Staff= 12 Class. Staff and SSAs= 1 SSAs= 1 This action is considered to be met.			
Administration and the ILT/PBIS Team will monitor student behavior weekly, study educational research and plan training while implementing district policies and procedures.	ILT Agendas- Number of ILT/PBIS Team agendas with the specific focus of school-wide expectations and the importance of positive behavior in school	In March of 2024, 5 ILT meetings had been held that included data review, discussion and planning to address positive student behavior in school.	In May of 2025, 6 ILT meetings had been held that included data review, discussion and planning to address positive student behavior in school. This action is considered to be met.			Time Money People
Teachers will collaborate and participate in professional learning on the school's focus area of PBIS and implement daily PBIS and SEL lessons during SOAR time.	Professional Learning Agendas- Number of professional learning agendas for PLCs and trainings with the specific focus of PBIS and SEL	In March of 2024, teachers had participated in 11 PLC sessions that included discussion and problem-solving on the topic of developing positive student behavior through implementation of PBIS.	In May of 2025, teachers had participated in 14 PLC sessions that included discussion and problem-solving on the topic of developing positive student behavior through implementation of PBIS. Strong evidence= 6 Some evidence= 8			Time Money People

			This action is considered to be met.			
All staff will distribute golden tickets to students for demonstrating SOAR-ing behavior.	PBIS Team Data on Golden Tickets- Total number of golden tickets ordered, compared to the number of students enrolled. Number of golden tickets that are redeemed for incentives, by teacher.	Forty-thousand golden tickets were purchased for the 2023-2024 school year. This is equivalent to 50 tickets per student. Students redeemed 14,522 tickets for prizes between October and March.	Seventy-thousand golden tickets were purchased for the 2024-2025 school year. This is equivalent to 92 tickets per student. This year, two, separate Hawk's Nest, student stores were implemented in order to decrease the students' wait time at recess. One was in the K-3 area and the other was in the 4-8 area. Teachers ran the Hawk's Nest instead of members of the ILT. The Friday morning golden ticket raffle also continued with 15 students winning prizes each week via the raffle. This action is considered to be met.			Time Money People
Students will have the opportunity to trade golden tickets that they receive for	PBIS Team Data on Golden Tickets- Number of golden tickets that are redeemed for	By March of 2024, 14,108 tickets were traded for prizes in the	By May of 2025, 70,000 tickets were traded for prizes in the			Time Money People

demonstrating Safe, Outstanding, Accepting, and Responsible behavior for incentives in the bi-weekly "Hawks Nest" student store.	incentives, in the "Hawks Nest" student store. Number of redeemed tickets given to students for each area of behavioral expectations of Safe, Outstanding, Accepting, and Responsible.	"Hawks Nest" student store in each area of behavioral expectations: 1,418 tickets for being Safe; 3,828 tickets for being Outstanding; 1,584 tickets for being Accepting; 4,501 tickets for being Responsible; 781 tickets with all areas marked; 1,996 tickets with no area marked.	"Hawk's Nest" student store in each area of behavioral expectations: Safe Outstanding Accepting Responsible This action is considered to have been met.			
Students will have the opportunity to enter their golden tickets in the weekly drawing for prizes.	Principal Data on Golden Tickets- Number of tickets that are redeemed for incentives in the weekly drawing.	By April of 2024, 264, K-5, and 150, 6-8th grade, students received prizes in the weekly golden ticket drawing.	By May of 2025, 350, K-5, and 220, 6-8 grade students received prizes in the weekly golden ticket drawing. This action is considered to have been met.			Time Money People
Classified staff, including paraprofessionals and school site assistants will participate in collaboration and training on understanding behavior is a form of communication, identifying student needs and addressing them.	Professional Learning Agendas- Number of professional learning agendas and trainings for classified staff with the specific focus of understanding behavior is a form of communication, identifying student needs and addressing them.	In April of 2024, 2 agendas and sign-in sheets specific to classified staff training that included the specific focus of understanding behavior is a form of communicatio n had been collected.	In May of 2025, 3 agendas and sign-in sheets specific to classified staff training that included the specific focus of understanding behavior as a form of communicatio n had been collected. This action is considered to			Time Money People

			have been met.			
An Intervention Teacher will provide additional, needs-based collaboration and training to support classroom implementation of SEL to support emotion regulation. Training will take place monthly on days other than Wednesday.	Professional Learning Agendas for Collaboration and Training facilitated by the Intervention Teacher- Number of professional learning agendas focused on the specific area of SEL.	In April of 2024, 6 professional learning agendas specific to SEL and sign-in sheets had been collected.	In May of 2025, 3 professional learning agendas specific to SEL and sign-in sheets had been collected. This action was discontinued due to the Intervention teacher being informed she could not provide teacher training.			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Fall Benchmark- decrease the number of behavior incidents by 50%. In spring of 2024, the baseline was 550 behavior incidents. We would like to see 275 or less behavior incidents this year and fewer than 92 behavior incidents at this time in the fall.	It will be difficult to accurately compare the previous data in Q Visits and Behavior with the current data. Changes in law have necessitated implementing restorative practices and minimizing the use of suspension, particularly at the K-3 grade span. In addition, recess time can no longer be taken from a student. There is also a change in the way that discipline is documented for students in grades K-3 where the focus is on teaching behaviors rather than assigning consequences. As of September 17, students had earned 8 electronic device violations which was the highest penalty area. There have been 6 suspensions with 5 for fighting and 1 for possession and use of drugs on campus.	Instructional Leadership team members met to monitor progress on this goal on September 9, 2024, and members of the Safety Team, School Site Council and Associated Student Body met to monitor progress on September 26, 2024. They discussed the shift in thinking that is required by school staff in order to fully implement restorative practices and build a common understanding of accountability as a class community. They recognize that it will	Refine

	Data related to Cycle 1 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B55D19646-7356-4009-AFAD-3862928D094B%7D&file=Progress%20Monitoring%202024-2025.pptx&action=edit&mobileredirect=true	take time to teach students the desired behaviors. They see the need for staff to model, provide daily discussion on expectations and daily practice on routines along with frequent reinforcement. There was also specific dialogue regarding a recent surge of threats against schools in social media that had an impact on student attendance. On Friday, September 13, there were 85 absences. On Monday, September 16, there were 123 absences and on Tuesday, September 17, there were 73 absences. While not all of these absences were related to the threats, staff jumped in to provide more whole group and 1:1 discussion about the powerful impact of social media.	
Cycle 2: Winter Benchmark- decrease the number of behavior incidents by 50%. In spring of 2024, the baseline was 550 behavior incidents. We would like to see 275 or less behavior incidents this year and fewer than 184 behavior incidents at this time in the winter.	At this time, we have 95 behavior incidents which puts us on track to meet our goal. One area of concern is unsafe kindergarten behavior. In the winter of 2025, Neil Hafley began implementing structured kindergarten recess in order to decrease the number of unsafe kindergarten behaviors. Data related to Cycle 2 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B99F85C7A-2AFA-4626-9A82-6EFEB9E1863B%7D&file=Progress%20Monitoring%20Cycle%202%202024-2025.pptx&action=edit&mobileredirect	In December and January, the Safety Team conducted Learning Walks focused on Safety. They went into classrooms both when students were in class and when they were gone, looking for the important safety supplies such as the safety flip charts, buckets and backpacks, as well as evidence of PBIS and SEL implementation. As follow-up, Site-Directed Professional Learning through the end of the	Refine

	=true	year will include a focus on safety. Data was reviewed and discussed with the ILT on January 9 and 24; with the Safety Team on February 3; School Site Council on January 30 and the English Language Advisory Committee on January 31.	
Cycle 3: Spring Benchmark- decrease the number of behavior incidents by 50%. In the spring of 2024, the baseline was 550 behavior incidents. We would like to see 275 or less behavior incidents this year. As we complete the 2024-2025 school year, we have 115 behavior incidents which is exceeding the goal.	Neil Hafley celebrates reducing the number of behavior incidents by a whopping 435 incidents. Success is attributed to the implementation of the work of the teacher and students in the PBIS Partners elective, additional training for classified staff and SSAs, a kindergarten parent information night focused on PBIS, and the use of resident substitutes to support classrooms and individual student needs, particularly in the primary grades. https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7BD508AF30-F76F-4935-BC83-4CE21F9F8315%7D&file=Progress%20Monitoring%20Cycle%203%202024-2025.pptx&action=edit&mobileredirect=true&previoussessionid=98a749d1-a32e-0962-3193-6112c1238c4c	The Safety Team met on April 15 to monitor progress toward meeting safety goals. The team evaluated the effectiveness of current practices and determined next steps would be to continue the PBIS Partners elective which provides training for Jr High students who run restorative circles, present to classes in other grade levels and act as a 1:1 buddy. Students access PBIS partners through office referrals. At the start of the 2025-2026 school year, Neil Hafley School will be identifying a team of Certificated and Classified employees to participate in Restorative Circle Training.	Refine

Progress Monitoring 25-26

SMART Goal 2

Goal 11: By June of 2027, the total number of suspensions assigned will decrease by 50%.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers whose grade levels are experiencing a high number of behavioral infractions will receive substitute coverage so they can plan PBIS lessons with support from administration, the Intervention Teacher and/or the Instructional Specialist.	Planning Session Sign-in Sheets- Number of planning sign-in sheets for teachers whose grade levels are experiencing a high number of behavioral infractions.	In March of 2024, 2 sign-in sheets had been collected for teachers in 5th and 6th grade who received release time to plan PBIS lessons with administrative support.	In May of 2025, 1 sign-in sheet had been collected for teachers in 6-8th grade who received release time to plan PBIS lessons with administrative support. This action is considered to have been met.			Time Money People
The school's COST will meet weekly to review and document general education students' progress in their behavior interventions. They will apply check-in/check-out structured days, Strong Kids, and also develop and recommend new behavioral interventions.	COST Database- Number of students served through the COST program.	In spring of 2024, 13 students have been monitored and assigned interventions through the COST program.	In May of 2025, 26 students have been monitored and assigned interventions through the COST program. CICO= 2 Class Consults= 3 Attendance= 26 This action is considered to have been met.			Time Money People
A Jr High PBIS/Peer Resource elective will be developed which focuses on the implementation of peer support for student behavior. Through this elective, Jr High students will be	PBIS/Peer Resource Referral Forms- Number of students referred for peer support from students enrolled in the Jr High PBIS/Peer Resource elective.	Baseline data for this action will be collected in the fall of 2024.	In May of 2025, 31 students have been referred for peer support from students enrolled in the Jr High PBIS/Peer Resource elective.			Time Money People

trained in conflict resolution and restorative practices.			This action is considered to have been met.			
Teachers will be trained in the "Why Try," or other supplemental program, designed to positively impact student attendance and behavior. Lessons will be provided during Saturday School which will be held, monthly.	Professional Learning Agendas- Number of teachers trained in "Why Try," or other supplemental program, who incorporate these lessons into their SOAR time or Saturday School.	In March of 2024, 2 teachers had received new training in the "Why Try" program. Eight teachers total had incorporated "Why Try" curriculum into their SOAR time or Saturday School sessions.	In May of 2025, zero teachers had received new training in the "Why Try" program. Five teachers total had incorporated "Why Try" curriculum into their SOAR time or Saturday School. All of these teachers were trained previously. New staff did not volunteer to take part in the training. This action is considered to have not been met.			Time Money People
Counseling will be provided within the school day to students who might otherwise lack access to Tier 2 and 3 behavioral support.	Counseling Stats Sheets Provided Monthly- Number of students who participate in school-based counseling	In April of 2024, 1,187 student counseling sessions had taken place.	In May of 2025, 592 student counseling sessions had taken place with 112 students seen. This action is considered to have taken place.			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Fall Benchmark- decrease the number of suspensions assigned to <3.33 per trimester, or <22 annually.	In the fall of 2024, 6 suspensions had been assigned. Five of these were for fighting and 1 was for the possession or use of drugs. Data related to Cycle 1 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B55D19646-7356-4009-AFAD-3862928D094B%7D&file=Progress%20Monitoring%202024-2025.pptx&action=edit&mobileredirect=true	Instructional Leadership team members met to monitor progress on this goal on September 9, 2024, and members of the Safety Team, School Site Council and Associated Student Body met to monitor progress on September 26, 2024. The focus of the PBIS team has been to ensure that PBIS lessons happen daily. A component was added to structure the topics for lessons and teachers are accountable to bring product and proof of lessons to share in site-directed professional learning held on Early Release Wednesdays.	Refine
Cycle 2: Winter Benchmark- decrease the number of suspensions assigned to <3.33 per trimester, or <22 annually.	In the winter of 2025, 31 suspensions had been assigned. Sixteen of these were for fighting or attack without a weapon, 7 were for unsafe behavior and 4 were for threat of attack without a weapon. Data related to Cycle 2 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B99F85C7A-2AFA-4626-9A82-6EFEB9E1863B%7D&file=Progress%20Monitoring%20Cycle%202%202024-2025.pptx&action=edit&mobileredirect=true	In December and January, the Safety Team conducted Learning Walks focused on Safety. They went into classrooms both when students were in class and when they were gone, looking for the important safety supplies such as the safety flip charts, buckets and backpacks, as well as evidence of PBIS and SEL implementation. As follow-up, Site-Directed Professional Learning through the end of the year will include a focus on safety. Five-out-of-seven kindergarten	Refine

		suspensions were assigned to one student who has had two recent IEP meetings where alternate placements were offered while conducting a Functional Behavioral Analysis as well as other assessments and also making changes to his behavior plan. A 3rd IEP is scheduled for mid-February.	
Cycle 3: Spring Benchmark- decrease the number of suspensions assigned to <3.33 per trimester, or <22 annually. In the spring of 2024, the baseline was 63 suspensions. We would like to see 32 or less suspensions this year. As we complete the 2024-2025 school year, we have 42 which is making positive progress toward the goal.	Neil Hafley celebrates reducing the number of suspensions to just 42. Success is attributed to the implementation of the work of the teacher and students in the PBIS Partners elective, additional training for classified staff and SSAs, a kindergarten parent information night focused on PBIS, and the use of resident substitutes to support classrooms and individual student needs, particularly in the primary grades. https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7BD508AF30-F76F-4935-BC83-4CE21F9F8315%7D&file=Progress%20Monitoring%20Cycle%203%202024-2025.pptx&action=edit&mobileredirect=true&previoussessionid=98a749d1-a32e-0962-3193-6112c1238c4c	The Safety Team met on April 15 to monitor progress toward meeting safety goals. The team evaluated the effectiveness of current practices and determined next steps would be to continue the PBIS Partners elective which provides training for Jr High students who run restorative circles, present to classes in other grade levels and act as a 1:1 buddy. Students access PBIS partners through office referrals.	Continue

Progress Monitoring 25-26

Progress Monitoring

NEIL HAFLEY SCHOOL

Suicide Protocols Completed for Students

School Year	Number of Students for Which Protocols were Completed
2020-2021	9
2021-2022	11
2022-2023	14
2023-2024	7

NEIL HAFLEY SCHOOL

Suicide Protocols Completed for Students

School Year	Number of Students for Which Protocols were Completed
2020-2021	9
2021-2022	11
2022-2023	14
2023-2024	7

Final tAlly

Neil Hafley Elementary School
Parent Survey on School Climate 2023-2024

The vision of Neil Hafley School is to provide learning in a safe environment where all individuals strive to be outstanding, accepting of others and responsible citizens. We would like your honest feedback about how we are doing. The information from this questionnaire will help us determine areas of strength as well as areas where we could improve. We would greatly appreciate your response to the following survey **by Friday, December 15.**

Please circle the number or check (√) the one column for each question that best describes your response:

1. *Please indicate how strongly you agree or disagree with these statements:*	Strongly Disagree				Strongly Agree
a) Students at Neil Hafley School get along well.	1 (0)	2 (12)	3 (53)	4 (108)	5 (29)
b) Students at school know how to report harassment and bullying to school officials.	1 (8)	2 (19)	3 (39)	4 (49)	5 (50)
c) Every student at school feels like he or she belongs here.	1 (5)	2 (13)	3 (33)	4 (55)	5 (56)
d) Neil Hafley School creates opportunities for students to get to know each other.	1 (3)	2 (9)	3 (36)	4 (62)	5 (55)
e) At school, adults and students listen to each other.	1 (2)	2 (16)	3 (56)	4 (50)	5 (42)
f) Students look forward to coming to school in the morning.	1 (4)	2 (12)	3 (40)	4 (59)	5 (49)
g) School staff work hard to maintain a clean and welcoming campus by removing graffiti and cleaning up litter.	1 (8)	2 (1)	3 (44 11)	4 (42)	5 (109)

2. *How satisfied are you with the following student programs and/or activities:*	Do Not know	Poorly	Satisfactory	Very Well
a) Associated Student Body-sponsored activities (Jr High Elections, School-wide Spirit Weeks, Dances)	(38)	(5)	(59)	(54)
b) Award Assemblies (Reading/Math Awards, Honor Roll, SOAR-ing Student, Safe Student, Outstanding Student, Accepting Student, Responsible Student, Scholar Award)	(17)	(4)	(64)	(85)
c) Community Club-sponsored activities (Walk-Jog-a-thon, Fall/Spr Book Fairs, Snack Bar during Sports, Fundraisers)	(14)	(6)	(73)	(76)
d) Counseling	(39)	(11)	(61)	(54)

Final totals

g) PBIS (SOAR school-wide expectations, the Hawk Mantra, Golden Tickets/Friday Drawings, Hawks Nest, Awards) — Do Not know (14) Poorly (1) Satisfactory (65) Very Well (73)

Our school rules and disciplinary procedures play a key part in creating a positive safe learning environment for all students. The following questions are specific to this area:

4. How aware are you of the school rules and disciplinary procedures in the Neil Hafley School Handbook? — Not at All (3) Somewhat Aware (72) Fully Aware (90)
5. To what degree do you support the school rules and disciplinary procedures? — No Support (1) Somewhat (17) Moderately (63) Strongly (95)
6. To what degree do you support the following:
   a. Classroom Rules..... — No Support (0) Somewhat (9) Moderately (43) Strongly (113)
   b. Cafeteria Rules ..... — No Support (1) Somewhat (8) Moderately (54) Strongly (103)
   c. Playground Rules..... — No Support (0) Somewhat (12) Moderately (61) Strongly (104)
   d. Disciplinary Procedures..... — No Support (3) Somewhat (14) Moderately (54) Strongly (97)
7. How effective do you feel the school handles discipline problems? — Do Not know (10) Poorly (30) Satisfactory (74) Very Well (65)
8. How satisfied are you in how the following staff helps students with problems?
   a. Teachers..... — Do Not know (6) Poorly (6) Satisfactory (79) Very Well (96)
   b. Office Staff..... — Do Not know (6) Poorly (14) Satisfactory (75) Very Well (71)
   c. Yard Supervisors..... — Do Not know (8) Poorly (22) Satisfactory (74) Very Well (63)
   d. Counselors..... — Do Not know (31) Poorly (11) Satisfactory (57) Very Well (63)
   e. Administration..... — Do Not know (12) Poorly (12) Satisfactory (73) Very Well (67)
9. What areas of concern, if any, do you have about the school's rules and disciplinary procedures? (Please give a brief written response)? _____

2023 School Climate Surveys - #9 Comments

>Bullying, harassment should be addressed and fixed immediately. Parents of the children who are causing issues need to come up with real solutions. No child should be picked on or harassed.

>Same students repeat offenders and continue to get in fights with seemingly little to no consequence.

>All school is good, my child likes much.

>No discipline for kids, good interactions and support with kids are missing.

>Children who should be removed from the school, still attend the school and continue to caused problems for students and staff.

>Office admin needs better people skills. One only in particular. Not sure her name but is always rude and condescending.

>Not holding kids accountable if they are disruptive in the learning/education of other kids.

>None, all is going well.

>I feel they should be enforced fairly across the board.

>Bullying seems to be very high. Kids seem to get physical a lot and are constantly hitting other kids or taking things right off of them, for example taking someone's glasses off their face.

>Bullying needs to be addressed at all ages and should be discouraged and parents should be informed and involved in order to stop this problem.

>Handling bullying not effective.

>Office staff is very rude except for one staff member (Annette). The rest are rude to parents and children.

>Learning loss in class with bad student behaviors.

>The drug use of minors and the bulling of students, especially IEP students has gotten so out of hand. My child has come home many times telling me how the whole school makes fun of her class and her because she is in IEP.

>I prefer the 8:10 start of class than 8:00.

>No, I am not concerned.

>Hearing about fights, drug use at school. What is being taught at school that we are not okay with in our home.

>I think it is all very well. Keep on going.

>I have no concerns about the school rules. However, somethings could be handled differently.

>Teachers need to report bullying not after 3-4 separate times.

>Discrimination with kids staffs in the cafeteria, they don't help some kids or treat them different.

>Fights at school, drug use, what is okay or discussed at schools that we are not okay with in our home.

>The system is not the best with bathrooms and yard duties.

>School is limited to discipline certain behaviors.

>Vice Principal never followed up with me. A follow up from VP would have been appreciated regarding my son. She said she would look into it but never heard back from her. It also took her 1 week to finally call me after I brought my concern via telephone.

>Area of concern retired last year.

>I feel like some things have been too lenient.

>Harsher punishment for bullying, fights, weapons.

>Need to give more notice about the assemblies for working parents to be able to attend.

>Bullying not being taken care of.

>With the weather changing it is ridiculous that kids are not allowed to go through gates that are closest to them and expected to walk all the way around.

>Children should be better watched. My daughter came home with cut up clothes on multiple occasions, due to a student cutting her clothes.

>My student gets name called when he wears glasses in class, he refuses to wear them now. I know kids will be kids but I'm not sure if/how name calling could be corrected.

SPANISH SURVEYS:

>School Safety

>teachers

>Students who brought inappropriate things to school.

>Everything seems fine to me.

>Be more aware of children.

Data

Data Analysis

Suicide Protocols Completed for Students- In accordance with AB 2246, students who demonstrate a risk for suicide are assessed by two school personnel including a counselor or psychologist and/or administrator using the district's Suicide Assessment Risk Procedure. Neil Hafley School has been collecting data on the number of these assessments that take place annually at the site. After initially implementing this procedure, the numbers of assessments, or protocols, that were completed increased. This school year, there has been a slight decrease however the data collected for this school year is as of April 7, 2024. Further assessment protocols may be required before the end of the school year.

Annual Safety Survey- Each year, Neil Hafley School administers a safety, or school climate, survey. The paper survey is sent out in the winter and 2 weeks are given for the survey to be returned. In the 2023-2024 school year, 169 responses were received. The school's Safety Team and School Site Council both review the questions before the surveys are administered and the responses once responses are received. The first area of concern, based on staff and parent feedback, was reflected in question 6. D. "To what degree do you support disciplinary procedures?" The second area of concern, again based on staff and parent feedback, was reflected in question 7. "How effective do you feel the school handles discipline problems?" Since the survey is administered, annually, the results are able to be

monitored and compared. In 2022-2023, 191 parent surveys were received back and the responses to questions 6. D. and 7. were:

2022-2023
Question 6. D.- "No Support/Somewhat Support" Responses = 31 (16%)
Question 7- "Do not know/Poorly" Responses = 44 (23%)

2023-2024
Question 6. D.- "No Support/Somewhat Support" Responses = 17 (10%)
Question 7- "Do not know/Poorly" Responses = 36 (21%)

The survey responses appear to support the notion that parents are more in agreement with the school's disciplinary procedures and feel the school more effectively handles discipline than in the previous year.

Student Need 3:

Students need support in social/emotional areas in order to access learning.

SMART Goal 1

Goal 12: By June of 2027, the number of students for whom safety protocols are completed will decrease below 5.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Teachers will collaborate and participate in professional learning on identifying red flags and increased risk of suicide.	Professional Learning Agendas- Number of professional learning agendas for PLCs and trainings with the specific focus of identifying red flags and increased risk of suicide	In the April of 2024, no professional learning agendas included the specific focus of identifying red flags and increased risk of suicide.	In May of 2025, one professional learning agenda included the specific focus of identifying red flags and increased risk of suicide. This action is considered to have been met.			Time Money People
Counseling will be provided within the school day to students who are experiencing suicidal ideation.	Student Suicide Protocols- Number of Suicide Protocols Completed for Students with suicidal ideation	In the April of 2024, 7 suicide protocols had been completed for students during the 2023-2024 school year.	In May of 2025, 10 suicide protocols had been completed for students during the			Time Money People

			2024-2025 school year. This action is considered to have been met.			
Student safety plans, to address an at-risk student's needs upon return from outside intervention, will be developed by the COST which includes a counselor or psychologist and an administrator.	Student Suicide Protocols- Number of Suicide Protocols Completed for Students with suicidal ideation	In the April of 2024, 7 suicide protocols had been completed for students during the 2023-2024 school year.	In May of 2025, 10 suicide protocols had been completed for students during the 2024-2025 school year. This action is considered to have been met.			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Fall Benchmark- decrease the number of students who require safety protocols to less than 5.	At this time, only 33 days into the school year, 2 students have required school staff to complete safety protocols including one 2nd grader and one fifth grader. This number is considered high. Data related to Cycle 1 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B55D19646-7356-4009-AFAD-3862928D094B%7D&file=Progress%20Monitoring%202024-2025.pptx&action=edit&mobileredirect=true	Instructional Leadership team members met to monitor progress on this goal on September 9, 2024, and members of the Safety Team and School Site Council met to monitor progress on September 26, 2024. They discussed the need to create open lines of communication between staff and students in order to build trust and a safe space. Staff feel it is necessary to model acceptance of others and of themselves. Staff are asked to collaborate with each other, with guardians and to teach	Refine

		SEL. Many but not all classrooms have calm corners. Counseling is available and referrals are being made.	
Cycle 2: Winter Benchmark- decrease the number of students who require safety protocols to less than 5.	At this time, 108 days into the school year, 6 students have required school staff to complete safety protocols. The 2nd grade student mentioned in Cycle 1 analysis, has improved. Still, the number is considered high. Data related to Cycle 2 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B99F85C7A-2AFA-4626-9A82-6EFEB9E1863B%7D&file=Progress%20Monitoring%20Cycle%202%202024-2025.pptx&action=edit&mobileredirect=true	In December and January, the Safety Team conducted Learning Walks focused on Safety. They went into classrooms both when students were in class and when they were gone, looking for the important safety supplies such as the safety flip charts, buckets and backpacks, as well as evidence of PBIS and SEL implementation. As follow-up, Site-Directed Professional Learning through the end of the year will include a focus on safety.	Refine
Cycle 3: Spring Benchmark- decrease the number of students who require safety protocols to less than 5. At the spring of 2024, 7 students required safety protocols. As we end the 2024-2025 school year, 8 students have required safety protocols.	At this time, 8 students have required safety protocols. One student with severe circumstances required follow-up on three separate occasions. An additional student required a second, follow-up protocol to be completed. https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7BD508AF30-F76F-4935-BC83-4CE21F9F8315%7D&file=Progress%20Monitoring%20Cycle%203%202024-2025.pptx&action=edit&mobileredirect=true&previoussessionid=98a749d1-a32e-0962-3193-6112c1238c4c	The Safety Team met on April 15 to monitor progress toward meeting safety goals. The team evaluated the effectiveness of current practices and determined next steps would be to continue student access to counseling services and the further development of safety plans that ensure resources are provided to parents and that follow-up takes place with every student. The team also reviewed the Suicide Risk Assessment process and resources. The SSC recommends having mental health activities such as the Therapy Dogs, a Spa Day or	Refine

		having Leadership students create posters to support student mental health.	

Progress Monitoring 25-26

SMART Goal 2

Goal 13: By June of 2027, the number of parent responses to Question 6.D. and Question 7, related to parent support of school rules and procedures, on an annual safety survey, will equal less than 10 "No Support/Somewhat Support" or "Do not know/Poorly" responses.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Neil Hafley will inform all educational partners of the importance of school-wide expectations in school through oral and written communication in multiple languages, at least 5 times per year including Orientations, Back-to-School Night and Goal-setting Conferences.	Fliers, Agendas, Sign-In and Blackboard Messages- Number of fliers, agendas and sign-in sheets for educational partners meetings and copies of out-going messages that include information about school-wide expectations or inform stakeholders of the importance of positive behavior in school	In March of 2024, information was presented to educational partners on the importance of positive behavior in school 4 times.	In May of 2025, information was presented to educational partners on the importance of positive behavior in school 36 times, including: Kinder Orientation= 1 Middle School Orientation= 1 8th Grade Parent Meetings= 3 School Site Council= 4 English Language Advisory Committee= 4 Safety Team= 3 ILT= 6 Cert. Staff= 12 Class. Staff and SSAs= 1 SSAs= 1			Time Money People

			This action is considered to be met.			
Neil Hafley will provide regular and routine communication on safety and school procedures as reminders via Blackboard or Remind.	Annual Safety Survey- Number of "No Support/Somewhat Support" responses to Question 6. D. Number of "Do not know/Poorly" responses to Question Question 7	In spring of 2024, out of 169 parent responses to the Annual Safety Survey, the results were as follows: Question 6. D. = 17 "No Support/Somewhat Support" Responses Question 7 = 36 "Do not know/Poorly" Responses	In spring of 2025, out of 81 parent responses to the Annual Safety Survey, the results were as follows: Question 6. D. = 18 "No Support/Somewhat Support" Responses Question 7 = 23 "Do not know/Poorly" Responses This action is considered to have been met.			Time Time People
Teachers will prepare and provide information in multiple formats and languages to help communicate classroom and school expectations to parents in support of their student's learning and safety.	Annual Safety Survey- Number of "No Support/Somewhat Support" responses to Question 6. D. Number of "Do not know/Poorly" responses to Question Question 7	In spring of 2024, out of 169 parent responses to the Annual Safety Survey, the results were as follows: Question 6. D. = 17 "No Support/Somewhat Support" Responses Question 7 = 36 "Do not know/Poorly" Responses	In spring of 2025, out of 81 parent responses to the Annual Safety Survey, the results were as follows: Question 6. D. = 18 "No Support/Somewhat Support" Responses Question 7 = 23 "Do not know/Poorly" Responses This action is considered to have been met.			Time Money People
Childcare will be provided during parent information nights, parent	Classified Timesheets- Number of hours time-sheeted for	In April of 2024, 4 hours had been time-	In May of 2025, 3 hours had been			Time Money People

meetings and community engagement events.	childcare during parent meetings.	sheeted for childcare.	time-sheeted for childcare. This action is considered to have been met.			
Neil Hafley will inform all educational partners of incidents that involve their students, or more generally, students within their children's classrooms or grade level and, when appropriate, incidents that occur on campus in other classes or grade levels.	Annual Safety Survey- Number of "No Support/Somewhat Support" responses to Question 6. D. Number of "Do not know/Poorly" responses to Question Question 7	In spring of 2024, out of 169 parent responses to the Annual Safety Survey, the results were as follows: Question 6. D. = 17 "No Support/Somewhat Support" Responses Question 7 = 36 "Do not know/Poorly" Responses	In spring of 2025, out of 81 parent responses to the Annual Safety Survey, the results were as follows: Question 6. D. = 18 "No Support/Somewhat Support" Responses Question 7 = 23 "Do not know/Poorly" Responses This action is considered to have been met.			Time Money People
Parents will be encouraged to complete volunteer requirements to increase school-to-home communication and engage in meaningful participation with the school both within the classroom and beyond.	Neil Hafley Active, Cleared Volunteer Roster- Number of active, cleared volunteers participating in a school volunteer capacity.	In April of 2024, 16 active, cleared volunteers participated in a school volunteer capacity on campus.	In May of 2025, 10 active, cleared volunteers participated in a school volunteer capacity. This action is considered to have been met.			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation

Cycle 1: Fall Benchmark- the Annual Safety Survey will not be readministered until this winter.	There is not yet data to compare to the baseline. Baseline data will be collected and analyzed in Cycle 2.	This goal will be reviewed in January by the ILT, SSC, Safety Team and ASB after results of the new survey are received.	Continue
Cycle 2: Winter Benchmark- the Annual Safety Survey is currently being administered.	Results of the Annual Safety Survey are being calculated and are not yet available.	This goal will be reviewed in late March by the ILT, SSC, Safety Team and ASB after results of the new survey are received.	Continue
Cycle 3: Spring Benchmark- the Annual Safety Survey was distributed by teachers on February 7, 2025, and returned by parents by February 21, 2025. Eighty-one responses were obtained. As we complete the 2024-2025 school year, we received 18 "No Support/Somewhat Support" responses to question 6.D. "To what degree do you support disciplinary procedures," and 23 "Do not know/Poorly" responses to question 7 "How effective do you feel the school handles discipline problems.	Neil Hafley believes it could do a better job of more proactively reporting policies and procedures to parents. The school fell short of meeting its goal of communicating out 5 different times throughout the school year. https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7BD508AF30-F76F-4935-BC83-4CE21F9F8315%7D&file=Progress%20Monitoring%20Cycle%203%202024-2025.pptx&action=edit&mobileredirect=true&previoussessionid=98a749d1-a32e-0962-3193-6112c1238c4c	The Safety Team met on April 15 to monitor progress toward meeting safety goals. The team evaluated the effectiveness of current practices and determined next steps would be to increase communication from both teachers and the office regarding district and site policies and procedures.	Refine

Progress Monitoring 25-26

Progress Monitoring

Grade Report

Grade K

Term: Winter 2023-2024
District: Manteca Unified School District
School: Neil Hafley Elementary

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 20 (Winter 2024)
Grouping: None
Small Group Display: No

Math: Math K-12

Growth: Math K-2 CA 2010 1.1 / CA Common Core State Standards - Mathematics: 2010

Summary	
Total Number of Students With Valid Growth Scores	81
Mean RIT Score	145.8
Standard Deviation	12.4
District Grade-Level Mean RIT	149.5
Students At or Above District Grade-Level Mean RIT	34
Grade-Level Mean RIT	150.1
Students At or Above Grade-Level Mean RIT	33

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Math K-2 CA 2010 1.1 / CA Common Core State Standards - Mathematics: 2010	27	33%	16	20%	15	19%	14	17%	9	11%	144-**146**-147	12.4
Instructional Area RIT Range												
Operations and Algebraic Thinking	31	39%	20	25%	10	13%	13	16%	6	8%	141-**143**-145	13.4
Number and Operations	24	30%	14	17%	20	25%	7	9%	16	20%	144-**146**-148	15.1
Measurement and Data	21	26%	21	26%	8	10%	18	22%	13	16%	146-**148**-149	15.5
Geometry	22	28%	12	15%	18	23%	17	21%	11	14%	145-**147**-149	17.1

Grade Report

Grade K

Term: Winter 2023-2024
District: Manteca Unified School District
School: Neil Hafley Elementary

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 20 (Winter 2024)
Grouping: None
Small Group Display: No

Language Arts: Reading

Growth: Reading K-2 CA 2010 1.1 / CA Common Core State Standard - English Language Arts: 2010

Summary	
Total Number of Students With Valid Growth Scores	51
Mean RIT Score	148.7
Standard Deviation	10.9
District Grade-Level Mean RIT	145.2
Students At or Above District Grade-Level Mean RIT	34
Grade-Level Mean RIT	146.3
Students At or Above Grade-Level Mean RIT	31

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Reading K-2 CA 2010 1.1 / CA Common Core State Standard - English Language Arts: 2010	6	12%	8	16%	12	24%	14	27%	11	22%	147-**149**-150	10.9
Instructional Area RIT Range												
Literature and Informational Text	9	18%	8	16%	8	16%	9	18%	17	33%	147-**149**-151	13.7
Vocabulary Use and Functions	6	12%	10	20%	8	16%	11	22%	16	31%	149-**151**-153	14.5
Language and Writing	6	12%	6	12%	14	27%	12	24%	13	25%	148-**150**-151	10.5
Foundational Skills	12	24%	13	25%	6	12%	10	20%	10	20%	144-**146**-148	13.6

Grade Report

Grade K

Term:	Winter 2023-2024	**Norms Reference Data:**	2020 Norms.
District:	Manteca Unified School District	**Weeks of Instruction:**	20 (Winter 2024)
School:	Neil Hafley Elementary	**Grouping:**	None
		Small Group Display:	No

Math: Math K-12

Growth: Math K-2 CA 2010 1.1 / CA Common Core State Standards - Mathematics: 2010

Summary	
Total Number of Students With Valid Growth Scores	81
Mean RIT Score	145.8
Standard Deviation	12.4
District Grade-Level Mean RIT	149.5
Students At or Above District Grade-Level Mean RIT	34
Grade-Level Mean RIT	150.1
Students At or Above Grade-Level Mean RIT	33

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score	Std Dev
Overall Performance	count	%	count	%	count	%	count	%	count	%	(+/- Smp Err)	
Growth: Math K-2 CA 2010 1.1 / CA Common Core State Standards - Mathematics: 2010	27	33%	16	20%	15	19%	14	17%	9	11%	144-**146**-147	12.4
Instructional Area RIT Range												
Operations and Algebraic Thinking	31	39%	20	25%	10	13%	13	16%	6	8%	141-**143**-145	13.4
Number and Operations	24	30%	14	17%	20	25%	7	9%	16	20%	144-**146**-148	15.1
Measurement and Data	21	26%	21	26%	8	10%	18	22%	13	16%	146-**148**-149	15.5
Geometry	22	28%	12	15%	18	23%	17	21%	11	14%	145-**147**-149	17.1

Kindergarten Attendance		
	Days Absence	**Tardies/30 min +**
2016-2017	211 (by March 9, 2017)	128/12 (by March 9, 2017)
2017-2018	287 (by February 1, 2018)	131/10 (by February 1, 2018)
2018-2019	320 (by January 18, 2019)	144/10 (by January 18, 2019)
2019-2020	124 (by January 29, 2020)	100/26 (by January 29, 2020)
2020-2021 Impacted by COVID-19	318 (by January 22, 2021)	Not Counted
2021-2022 Impacted by COVID-19	976 (by January 19, 2022)	457 (by January 19, 2022)
2022-2023	792 (by January 27. 2023)	220/72
2023-2024	832	423/26 (by January 20, 2024)

Kindergarten Behavior		
	Behavioral Referrals	**Breakdown of Penalties**
2016-2017	38 (by March 9, 2017)	15 student conferences; 4 losses of recess; 1 loss of privileges; 15 parent conferences; 1 detention; 2 days of suspension
2017-2018	6 (by February 1, 2018)	1 student conference; 3 warnings; 1 parent conference; 1 day of suspension
2018-2019	6 (by January 22, 2019)	2 loss of recess; 3 parent conferences; 1 behavior contract
2019-2020	10 (by January 23, 2020)	1 alternative placement; 5 parent conference; 1 student conference; 1 refer to counselor; 1 suspension
2020-2021 Impacted by COVID-19	0 (by January 25, 2021)	0
2021-2022 Impacted by COVID-19	8 (by January 19, 2022)	1 parent conference; 1 loss of privileges; 4 loss of recess; 2 suspension
2022-2023	38 (by January 27, 2023)	8 alternative placement; 9 parent conference; 6 student conference; 7 COST; 3 loss of privileges; 7 loss of recess; 2 suspension; 1 warning; 1 work detail
2023-2024	23 (by January 18, 2023)	4 alternative placement; 4 parent conference; 10 student conference; 1 loss of privilege; 2 loss of recess; 2 suspension

Policy	Incident	00	01	02	03	04	05	06	07	08	Grand Total
*A1 Cause/Attmpt/Threat Phys Inj	Bullying/Cyberbullying				1						1
	Fighting/Attack w/o Weapon	5	9		7	8	11	14	11	8	73
	Pushing/Shoving						2	4	1	1	8
	Threat of Attack - w/ Weapon							2			2
	Threat of Attack - w/o Weapon	5	2				3	5	3	6	24
	Unsafe Behavior	2	7		1	4	4	6	1	2	27
*A1 Cause/Attmpt/Threat Phys Inj Total		12	18		9	12	20	31	16	17	135

Neil Hafley Elementary			
Behavior Analysis - Involvements			
Events from 08/03/2023 to 04/07/2024			
Printed: 4/7/2024 9:21 AM			
Track	(All)		
School	(All)		
Count of Student		Grade	
Incident	Involvement	00	Grand Total
Defiance	Perpetrator	1	1
Defiance Total		1	1
Fighting/Attack w/o Weapon	Perpetrator	5	5
Fighting/Attack w/o Weapon Total		5	5
Inappropriate Behavior/Object	Perpetrator	8	8
Inappropriate Behavior/Object Total		8	8
Pushing/Shoving	Perpetrator	2	2
Pushing/Shoving Total		2	2
Threat of Attack - w/o Weapon	Perpetrator	7	7
Threat of Attack - w/o Weapon Total		7	7
Unsafe Behavior	Perpetrator	12	12
Unsafe Behavior Total		12	12
Grand Total		35	35

Data

Data Analysis

MAP Math Winter- Kindergarten students completed the winter NWEA MAP assessment in Math. The MAP Growth report above, shows that in Math, Kindergarten students had a collective Mean RIT score of 145.8 which was below the district Mean RIT score of 149.5. At this time, Kindergarten students are not meeting the school's strategic goal in the area of Standards in Math. Kindergarten's single term achievement in Math was in the 37th percentile.

MAP Reading Winter- The next MAP Growth report shows that in Reading, Kindergarten students had a collective Mean RIT score of 148.7 which was above the district Mean RIT score of 145.2. Kindergarten students are currently meeting the school's strategic goal in the area of Standards in Reading. Neil Hafley School was an early adopter of the supplemental Fundations Reading program. Reading results have shown improvement since the implementation of Fundations. Kindergarten's single term achievement in Reading was in the 59th percentile.

Kindergarten Attendance- The Kindergarten Attendance Chart shows trends in Kindergarten Attendance since the 2016-2017 school year. Neil Hafley has identified Kindergarteners as having the highest rate of Chronic Absenteeism with 44% of Kindergarteners having missed 10% or more of the days they were enrolled in school. This data was presented in the area of Safety- Chronic Absenteeism. In January of 2024, Kindergarteners had acquired 832 days of absence, 423 tardies of less than 30 minutes and 26 tardies greater than 30 minutes.

Kindergarten Behavior- Another area that is elevated for Kindergarteners is behavior. By January of 2024, 23 behavioral incidents had been documented for Kindergarteners. While this is a slight decrease compared to last year at that time, the number is still almost twice that of previous years.

Q Behavior Analysis Policy Report- The chart that shows the number of students who have violated EdCode 48900 A1 shows that Kindergarten students committed 12 violations in this category. Four of these violations resulted in suspension from school for one day. One Kindergarten student committed 5 violations of EdCode 48900 A1, 3 of which resulted in suspension for one day each time. Two students with disabilities committed a total of 3 violations, together. Seven incidents took place in the classroom while five occurred on the playground or elsewhere on campus. These incidents generally include biting another student or adult, hitting, choking, pushing or bruising another intentionally. They also include throwing books or other objects at another person in combination with other behaviors such as spitting upon someone intentionally.

Q Behavior Analysis Involvement Report- Neil Hafley continues to review data regarding Kindergarten student behavior. By April 7, 35 behavioral incidents had taken place involving Kindergarteners.

Student Need 4:

Kindergarten students require additional support to ensure all students come to school and take part in learning in a safe environment.

SMART Goal 1

Goal 14: By June of 2027, the percentage of kindergarten absences and tardies (30 minutes) will decrease by 50%.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
To support in-coming Kindergarten student attendance, Kindergarten teachers will provide a detailed orientation in multiple languages which conveys expectations and the detrimental effects of absenteeism to Kindergarten parents.	Number of students attending Kindergarten orientation as measured by sign-in sheets Number of students who attended Kindergarten orientation who are not on the chronic absenteeism list.	In fall of 2024, (# of kindergarten students attending). # of Kindergarten students who attended Kindergarten orientation but are not on the chronic absenteeism list: fall _/_ (Baseline data will be collected in the fall of 2024)	Zero kindergarten students who attended kindergarten orientation were on the chronic absenteeism list in spring of 2025. In progress monitoring students, of the twelve1st graders who attended kindergarten orientation in the fall of 2023, 29% were chronically absent during the 2024-2025 school year.			Time Money People

			This action is considered to have been met.			
Childcare will be provided during parent information nights, parent meetings and community engagement events.	Classified Timesheets- Number of hours time-sheeted for childcare during parent meetings.	In April of 2024, 4 hours had been time-sheeted for childcare.	In May of 2025, 4 hours had been time-sheeted for childcare. This action is considered to have been met.			Time Money People
Kindergarten teachers will receive training provided in the areas of developmentally appropriate strategies that increase student engagement. Training will take place on 2-out-of-4 Early Release Wednesdays per month (contingent on on-going approval), pull-out days using substitute coverage, and conferences within and outside of the district.	Q Attendance Report- Number of Absences and Tardies (30 minutes)	In spring of 2024, kindergarten students obtained the following: 832 Absences 423 Tardies < 30 minutes 26 Tardies > 30 minutes	In spring of 2025, kindergarten students obtained the following: 1,404 Absences 648 Tardies < 30 minutes 118 Tardies > 30 minutes This action is not considered to have been met.			Time Money People
In addition to formal teacher training, teachers will participate in collaboration outside of their workday and will receive release time for planning and peer observation in order to further implementation of what they have learned about developmentally appropriate	Q Attendance Report- Number of Absences and Tardies (30 minutes)	In spring of 2024, kindergarten students obtained the following: 832 Absences 423 Tardies < 30 minutes 26 Tardies > 30 minutes	In spring of 2025, kindergarten students obtained the following: 1,404 Absences 648 Tardies < 30 minutes 118 Tardies > 30 minutes This action is not considered to			Time Money People

engagement strategies for Kindergarteners.			have been met.			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Fall Benchmark- decrease the percentage of kindergarten tardies to 211.530 minutes by the end of the 2024-2025 schoolyear. By this time, there should be 70.5 kindergarten tardies 30 minutes.	By fall break, kindergarten students had earned 103 tardies 30 minutes. These numbers exceed those that would support meeting our goal. Data related to Cycle 1 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B55D19646-7356-4009-AFAD-3862928D094B%7D&file=Progress%20Monitoring%202024-2025.pptx&action=edit&mobileredirect=true	Instructional Leadership team members met to monitor progress on this goal on September 9, 2024, and members of the Safety Team and School Site Council met to monitor progress on September 26, 2024. They discussed the barriers to getting students to school on time, recognizing that, for the most part, Kindergarteners are brought to school by parents. It was felt that more information could be shared with families about the importance of developing and maintaining good routines outside of school. This will be addressed in the next Family Night.	Refine
Cycle 2: Fall Benchmark- decrease the percentage of kindergarten tardies to 211.530 minutes by the end of the 2024-2025 school year. By this time, there should be 30 minutes.	By the 108th day of school, kindergarten students had earned 506 tardies 30 minutes. These numbers exceed those that would support meeting our goal. Data related to Cycle 2 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B99F85C7A-2AFA-4626-9A82-6EFEB9E1863B%7D&file=Progress%20	The Administrative Leadership Team, Outreach Assistant and Attendance Clerk met to discuss what is currently in place to encourage kindergarten students to be on-time. This group planned out-going communication and activities to further encourage students and parents to be on-time. One of the activities will be a March-Madness-	Refine

	Monitoring%20Cycle%202%202024-2025.pptx&action=edit&mobileredirect=true	themed competition between all grade levels. Special, high-interest, games will be purchased to incentivize the competition.	
Cycle 3: Spring Benchmark- decrease the percentage of kindergarten tardies to 211.530 minutes by the end of the 2024-2025 school year. As we complete the 2024-2025 school year, we have 648 tardies 30 minutes.	The number of kindergarten tardies 30 minutes increased by more than 14 times over the course of the school year. https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7BD508AF30-F76F-4935-BC83-4CE21F9F8315%7D&file=Progress%20Monitoring%20Cycle%203%202024-2025.pptx&action=edit&mobileredirect=true&previoussessionid=98a749d1-a32e-0962-3193-6112c1238c4c	The Safety Team met on April 15 to monitor progress toward meeting safety goals. The team evaluated the effectiveness of current practices and determined next steps would be to hold more frequent informational sessions with kindergarten parents and share research and data to inform parents of the negative impact tardies have on learning.	Refine

Progress Monitoring 25-26

SMART Goal 2

Goal 15: By June of 2027, the percentage of kindergarten behavioral incidents that violate EdCode 4800 A1 will decrease by 50%.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Kindergarten teachers will provide a detailed orientation in multiple languages which conveys expectations and the importance of safe behavior to Kindergarten parents.	Q Behavior Analysis, Policy Report- Number of violations of EdCode 48900 A1	In spring of 2024, kindergarteners violated EdCode 48900 A1 12 times.	In spring of 2025, kindergarteners violated EdCode 48900 A1 17 times. This action is considered to have been met.			Time Money Money
Childcare will be provided during parent information	Classified Timesheets- Number of hours time-sheeted for	In April of 2024, 4 hours had been time-	In May of 2025, 4 hours had been			Time Money People

nights, parent meetings and community engagement events.	childcare during parent meetings.	sheeted for childcare.	time-sheeted for childcare. This action is considered to have been met.			
Kindergarten teachers will receive training provided in the areas of developmentally appropriate strategies that increase student engagement and decrease off-task behavior. Training will take place on 2-out-of-4 Early Release Wednesdays per month (contingent on on-going approval), pull-out days using substitute coverage, and conferences within and outside of the district.	Professional Learning Agendas- Number of professional learning agendas for PLCs and trainings in the areas of developmentally appropriate strategies that increase student engagement and decrease off-task behavior	In April of 2024, 2 professional learning agendas and sign-in sheets had been collected specific to kindergarten staff and behavior.	In May of 2025, 4 professional learning agendas and sign-in sheets had been collected specific to kindergarten staff and behavior. This action is considered to have been met.			Time Money People
In addition to formal teacher training, teachers will participate in collaboration outside of their workday and will receive release time	Professional Learning Agendas- Number of professional learning agendas for PLCs and trainings for planning and peer observation in order to further implementation of what they have learned about developmentally appropriate engagement strategies that decrease off-task behavior for Kindergarteners	In April of 2024, 2 professional learning agendas and sign-in sheets had been collected specific to kindergarten staff and behavior.	In May of 2025, 4 professional learning agendas and sign-in sheets had been collected specific to kindergarten staff and behavior. This action is considered to have been met.			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Fall Benchmark- decrease the percentage of kindergarten behavioral incidents that violate EdCode 4800 A1 to <6.	Currently, there are 5 recorded incidents where an individual kindergarten student violated EdCode 48900 A1. Data related to Cycle 1 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B55D19646-7356-4009-AFAD-3862928D094B%7D&file=Progress%20Monitoring%202024-2025.pptx&action=edit&mobileredirect=true	Instructional Leadership team members met to monitor progress on this goal on September 9, 2024, and members of the Safety Team and School Site Council met to monitor progress on September 26, 2024. This student's current placement is being discussed through the IEP process.	Refine
Cycle 2: Winter Benchmark- decrease the percentage of kindergarten behavioral incidents that violate EdCode 48900 A1 to <6.	Currently, there are 12 recorded incidents where kindergarten students have violated EdCode 48900 A1. Ten of these incidents involved the same kindergarten student. Data related to Cycle 2 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B99F85C7A-2AFA-4626-9A82-6EFEB9E1863B%7D&file=Progress%20Monitoring%20Cycle%202%202024-2025.pptx&action=edit&mobileredirect=true	The Administrative Leadership Team met to design a structured recess and train School Site Assistants and paraprofessionals who would cover the activities. On Wednesday, February 5, 2025, de-escalation training was provided to the paraprofessionals in the student's classroom. Two Individual Education Plan meetings were held for this student in January and February with additional assessment taking place, including a Functional Behavioral Analysis and a revision to the student's Behavior Plan.	Continue
Cycle 3: Winter Benchmark- decrease the percentage of kindergarten behavioral	As we complete the 2024-2025 school year, there are 15 recorded incidents where kindergarten students have violated EdCode 48900 A1. Ten of these	In April, a resident substitute teacher was assigned to facilitate the structured recess. An	Continue

incidents that violate EdCode 48900 A1 to <6.	incidents involved the same kindergarten student who was placed at the Behavior Bridge program. https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7BD508AF30-F76F-4935-BC83-4CE21F9F8315%7D&file=Progress%20Monitoring%20Cycle%203%202024-2025.pptx&action=edit&mobileredirect=true&previoussessionid=98a749d1-a32e-0962-3193-6112c1238c4c	additional resident substitute was assigned to support one of the kindergarten classrooms where two students were having significant behavior issues. A parent information night focused on the developmental stage of 5–6-year-olds and strategies to address behavior both at school and home was held.	

Progress Monitoring 25-26

Progress Monitoring

District Goal

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

Site Tier 2 and 3 Goals

Solutions will be implemented to address identified barriers to student success for groups identified as needing targeted support and intervention including Students with Disabilities (in the areas of Academic Performance ELA, Math and Suspensions) and Asian students (in the area of Chronic Absenteeism).

NEIL HAFLEY SCHOOL

Emerging Student Group- Students with Disabilities

Students with Disabilities Make Up 14% of the Neil Hafley Population

This data shows Winter of 2023 to Winter of 2024 Growth.

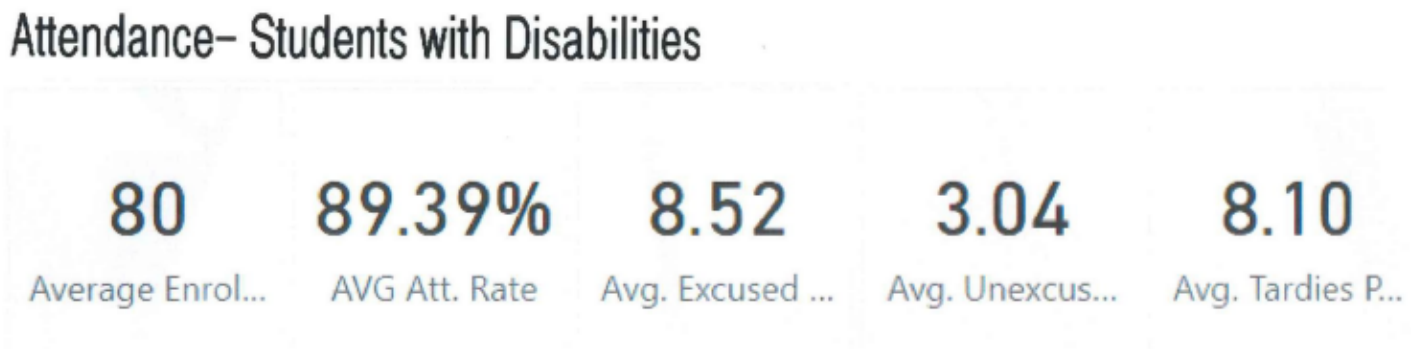
Math

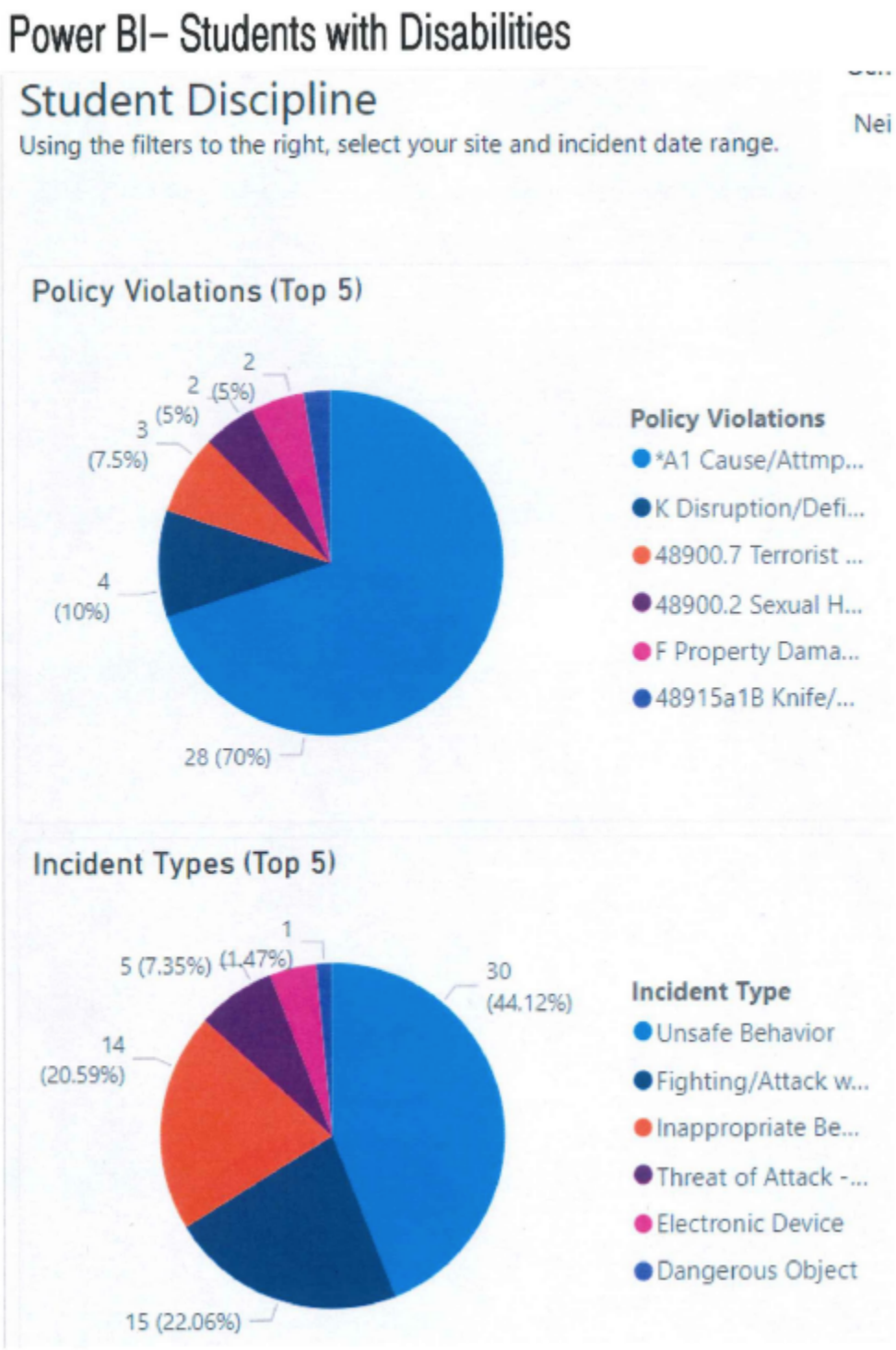
Grade Level	# with Growth Projections	# of Students Who Met Their Growth	% of Students Who Met
Kindergarten	N/A	N/A	N/A
1st Grade	4	0	0
2nd Grade	9	4	44
3rd Grade	8	3	38
4th Grade	15	5	33
5th Grade	11	8	73
6th Grade	14	6	43
7th Grade	14	9	64
8th Grade	11	7	64
Total	**86**	**42**	**49**

Reading

Grade Level	# with Growth Projections	# of Students Who Met Their Growth	% of Students Who Met
Kindergarten	N/A	N/A	N/A
1st Grade	0	0	0
2nd Grade	9	2	22
3rd Grade	7	3	43
4th Grade	15	7	47
5th Grade	11	3	27
6th Grade	14	5	36
7th Grade	14	8	57
8th Grade	11	7	64
Total	**81**	**35**	**43**

Kindergarten students would not have scores to show growth.





Resource Inequities

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

Neil Hafley School has identified resource inequities for the Students with Disabilities, ATSI subgroup. In 2022-2023, students in the K-3 Special Day Class had a series of substitute teachers and changing support staff who struggled with student behaviors. During the 2023-2024 school year, students in the K-3 and 4-6 grade Special Day Class did not consistently have qualified MUSD staff, including behavior specialists and paraprofessionals or 1:1 aides who were in short supply. The district contracted with an outside agency to

provide Neil Hafley with a 4-6 SDC teacher and a 1:1 when needed however the teacher was not trained previously in the standards-based Tier 1 Instruction or signature strategies that have proven so effective in the 7/8th grade SDC. Classified staff absences further impacted classroom consistency. As a result of these inequities, the percentages of students who met growth projections is disproportionate by grade level.

Based on student performance in MAP Math, the following grade levels scored below the 5th grade who had 73% of students meeting standard:
2nd grade scored 29 percentage points below
3rd grade scored 35 percentage points below
4th grade scored 40 percentage points below

Based on student performance in MAP Reading, the following grade levels scored below the 8th grade who had 64% of students meeting standard:
2nd grade scored 42 percentage points below
3rd grade scored 21 percentage points below
4th grade scored 17 percentage points below
5th grade scored 37 percentage points below

Neil Hafley School has also identified resource inequities for Asian students, ATSI Subgroup, in the area of Chronic Absenteeism. While Neil Hafley School's Outreach Assistant has been able to connect with families who speak English and Spanish, she is not able to speak the primary language of over 30 of our Asian students' parents. This poses a barrier to providing clear communication on the importance of positive school attendance. This plan seeks to address this, creatively tapping into additional staff members for support.

Comprehensive Needs Assessment

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

Students with Disabilities (SWD) make up 10% of the Neil Hafley population.

Attendance- SWD have a lower rate of attendance (89.39%) than all Neil Hafley students (91.49%).

Behavior- SWD have a higher rate of 48900 A1 Cause/Attempt/Threaten to cause physical harm (70%) when compared with all students whose percentage is 44.96%. The highest number of behavioral incidents for SWD is Unsafe Behavior (44.12%) while all students' highest number of behavioral incidents is Electronic Device violation (51.51%). The second highest number of behavioral incidents is for SWD is Fighting/Attack w/o Weapon (22.06%) while the second highest number of behavioral incidents is Inappropriate Behavior/Objectionable (21.79%). This data indicates that SWD engage in more dangerous behaviors, more likely to result in suspension for school.

NWEA MAP Growth- A higher percentage of Students with Disabilities made growth in Math (49%) than made growth in Reading (43%). When the SWD subgroup is broken down by RSP or SDC, the following is true:

RSP Students-
Reading = 27% made growth above the 50th percentile
Math = 38% made growth above the 50th percentile

SDC Students-
Reading K-3 = 25% made growth above the 50th percentile
Math K-3 = 13% made growth above the 50th percentile

Reading 4-6 = 67% made growth above the 50th percentile
Math 4-6 = 53% made growth above the 50th percentile

Reading 7/8 = 56% made growth above the 50th percentile
Math 7/8 = 44% made growth above the 50th percentile

A smaller percentage of SWD in the Resource Program (RSP) made growth above the 50th percentile on NWEA MAP Math and Reading than in the Mild/Moderate SDC Program. In addition, a smaller percentage of students in the K-3 SDC made growth above the 50th percentile than did in the intermediate and middle grades. This disproportionality may be attributed to the series of substitute teachers who taught in the K-3 SDC last school year which possibly impacted the acquisition of foundational skills to support learning.

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	168	169	167	20.1%	23.1%	20.8%
Fluent English Proficient (FEP)	57	71	77	8.1%	7.8%	9.6%
Reclassified Fluent English Proficient (RFEP)		15		5.8%		

Data Analysis

At Neil Hafley, Students with Disabilities (SWD) is a broad category that includes 80 students who are Speech only, students who may be in the Resource (RSP) program, and students in the Mild/Moderate Special Day Class (SDC) program or Mild/Moderate Special Day Class Autism program.

The chart above shows the percentage of SWD who met growth in both Reading and Math. NWEA MAP results vary for students within each of these categories. There is also variation between SWD who are in different grade spans. For example, in the winter administration of MAP 9/16 SWD in the 7/8 SDC made growth above the 50th percentile in Reading and 7/16 made growth above the 50th percentile. Ten-out-of-15 students in the 4-6 SDC made growth above the 50th percentile in Reading and 8/15 made growth above the 50th percentile in Math.
Two-out-of-eight students in the K-3 SDC made growth above the 50th percentile in Reading and 1/8 made growth above the 50th percentile in Math. Less than half of students in the 5-8th grade RSP, 6/22 in Reading and 9/24 in Math made growth above the 50th percentile.

Student Need 1:

Students with Disabilities need additional attention to the fidelity of Tier 1 instruction with Tier 2 and 3 supports to ensure access to Essential Standards in Reading and Math.

SMART Goal 1

Goal 16: By June of 2027, the percentage of Students with Disabilities who meet NWEA MAP growth will increase by 30% in Reading and Math.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Special Education (SPED) teachers will participate in PLCs with general education teachers during early release Wednesday professional learning opportunities.	Professional learning agendas- Number of PLC agendas with mixed groups of SPED and Gen Ed teachers	In March of 2024, 6 agendas and sign-in sheets were collected that included SPED and Gen Ed teachers.	In May of 2025, 20 agendas and sign-in sheets were collected that included SPED and Gen Ed teachers. This action is considered to have been met.			Time Money People
Special Education (SPED) teachers will participate in PLCs with other SPED teachers during early release Wednesday professional learning opportunities.	Professional learning agendas- Number of PLC agendas with solely SPED teachers	In March of 2024, zero PLC protocols specific to SPED collaboration had been collected.	In May of 2025, zero PLC protocols specific to SPED collaboration had been collected. This action is considered to have not been met.			Time Money People
SPED teachers will conduct targeted observations of classroom teachers to identify best practices.	Outlook Calendars- Number of SPED teacher observations of classroom teachers to identify best practices	In April of 2024, 3 observations of SPED teachers by SPED staff had taken place.	In May of 2025, 3 observations of SPED teachers by SPED staff had taken place. This action is considered to have been met.			Time Money People

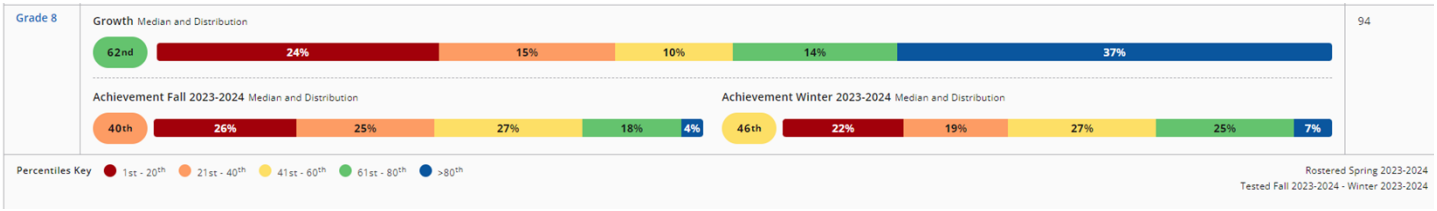
SPED teachers will be given release time to plan standards-based instruction in Reading and Math, both individually and in groups of general ed and SPED teachers.	Professional learning agendas- Number of PLC agendas with solely SPED teachers	In March of 2024, 6 agendas and sign-in sheets were collected that included SPED and Gen Ed teachers.	In May of 2025, 20 agendas and sign-in sheets were collected that included SPED and Gen Ed teachers. This action is considered to have been met.			Time Money People
The school's SPED team will meet weekly to review and document SWD progress in their behavior interventions. They will also develop and recommend new behavioral interventions since behavior may impede learning.	Q Behavior Report, Behavior Analysis specific to SWD- Number of suspensions assigned to SWD	In March of 2024, 34 suspensions have been assigned to SWD.	In May of 2025, 22 suspensions have been assigned to SWD. This action is considered to have been met.			Time Money People
SWD will receive the accommodations and modifications identified in their IEPs including, but not limited to, calm corners, fidget devices, visual schedules, weighted vest/blankets, alternative settings, etc.	SWD IEPs- Number of students with disabilities requiring accommodations and modifications Administrator/Teacher Meetings- Number of SWD with accommodations in place as verified by admin meetings with teachers	In April of 2024, 83 SWD have accommodations and/or modifications identified in their IEPs. Baseline data will be collected during admin/teacher meetings during the 2024-2025 school year.	In May of 2025, 116 of SWD who have accommodation and/or modifications identified in their IEPs. This action is considered to have not been met because administrators did not collect data on which students' accommodations and/or modifications were in place. It is recommended that administrators begin by conducting			Time Money People

			learning walks at the start of the school year.			
Translation will be provided during IEP meetings in order to effectively communicate with parents in support of their student's learning.	Classified Timesheets- Number of hours time-sheeted for IEP meetings.	In April of 2024, 24 hours had been time-sheeted for translation. (Specific data related to only IEP meetings was not collected. A baseline will be developed in the 2024-2025 school year).	In May of 2024, 4 timesheets were collected for translation. This action is considered to have been met.			Time Money People
Classified staff, including paraprofessionals will participate in collaboration and training on working with small groups to implement district and site initiatives.	Professional Learning Agendas- Number of PLC agendas with SPED paraprofessionals	In April of 2024, 2 agendas and sign-in sheets specific to SPED paraprofessional training had been collected.	In April of 2025, 3 agendas and sign-in sheets specific to SPED paraprofessional training had been collected.			Time Money People
Substitutes will be provided so that teachers can participate in student IEPs within the school/workday.	Outlook calendar- Number of IEPs held within the school/work day.	In April of 2024, 67 IEPs had to be held within the school/work day.	In May of 2025, 84 IEPs had to be held within the school/workday. This action was considered to have been met.			Time Money People
Childcare will be provided during parent information nights, parent meetings and community engagement events.	Classified Time-sheets- Number of hours time-sheeted for childcare during parent meetings.	In April of 2024, 4 hours had been time-sheeted for childcare.	In May of 2025, 4 hours had been time-sheeted for childcare. This action is considered to have been met.			Time Money People

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Fall Benchmark- increase the percentage of SWD who met projected growth on the NWEA MAP Math and Reading assessment by 3.33%.	Using the NWEA MAP Winter 23 to Winter of 24 as a benchmark, the percentage of SWD students who met projected growth in Reading in the Fall 23 to Fall 24 increased by 6%. In Math, the percentage that met projected growth increased by 31%. Data related to Cycle 1 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B55D19646-7356-4009-AFAD-3862928D094B%7D&file=Progress%20Monitoring%202024-2025.pptx&action=edit&mobileredirect=true	The Early Release Wednesday Professional Learning Schedule includes one-time per month when SPED teachers can meet to collaborate and share best practices. On alternate Wednesdays, the SPED teachers collaborate with an assigned grade level team, contributing to the PLC process.	Continue
Cycle 2: Winter Benchmark- Increase the percentage of SWD who met projected growth on the NWEA MAP Math and Reading Assessment by 3.33%.	Using the NWEA MAP Winter 24 to Winter of 25 to compare to baseline, the percentage of SWD who met projected growth in Reading was 27%. In Math, the percentage that met projected growth was 71%. Data related to Cycle 2 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B99F85C7A-2AFA-4626-9A82-6EFEB9E1863B%7D&file=Progress%20Monitoring%20Cycle%202%202024-2025.pptx&action=edit&mobileredirect=true	In addition to continued SPED teacher PLC, the 6-8 SDC teacher conducted observations of gen ed teachers with follow-up debrief/coaching and planning.	Continue
Cycle 3: Spring Benchmark- Increase the percentage of SWD who met projected growth on the NWEA MAP Math and	Using the NWEA MAP Spring 24 to Spring of 25 to compare to baseline, the percentage of SWD who met projected growth in Reading was 31%. In Math, the percentage that met projected	The ILT and SPED teams provided input to develop a professional learning calendar for next school year that	Refine

Reading Assessment by 3.33%.	growth was 48%. In Reading, the percentage of SWD who met growth increased by 4 percentage points while the percentage of SWD who met growth in Math decreased by 23 percentage points. https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7BD508AF30-F76F-4935-BC83-4CE21F9F8315%7D&file=Progress%20Monitoring%20Cycle%203%202024-2025.pptx&action=edit&mobileredirect=true	would include regular collaboration between SPED and Gen Ed teachers. Increasing opportunities for SWD to have access to grade level instruction is expected to support higher levels of learning. At the end of Cycle 3, administration was providing opportunities for SPED and Gen Ed teachers to develop incremental steps to increase mainstream opportunities among SPED students. A number of IEPs were held to formalize these changes to student plans.	

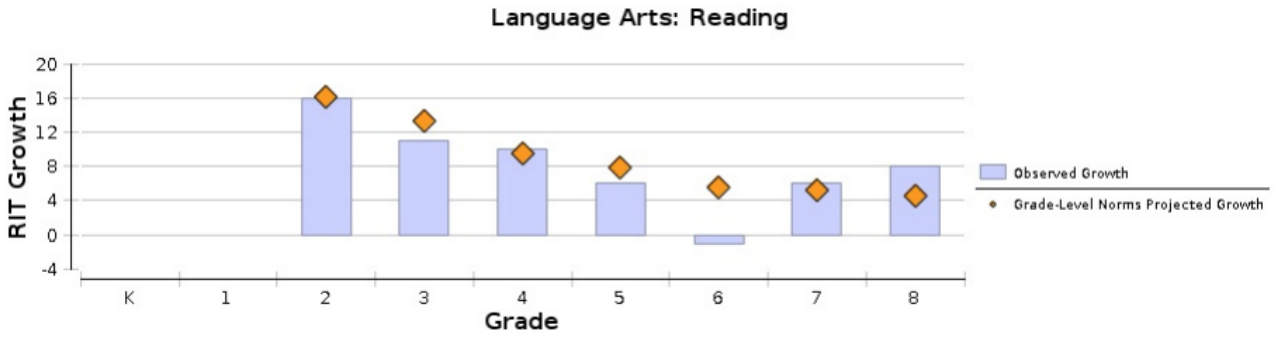
Progress Monitoring 25-26



Neil Hafley Elementary

Language Arts: Reading

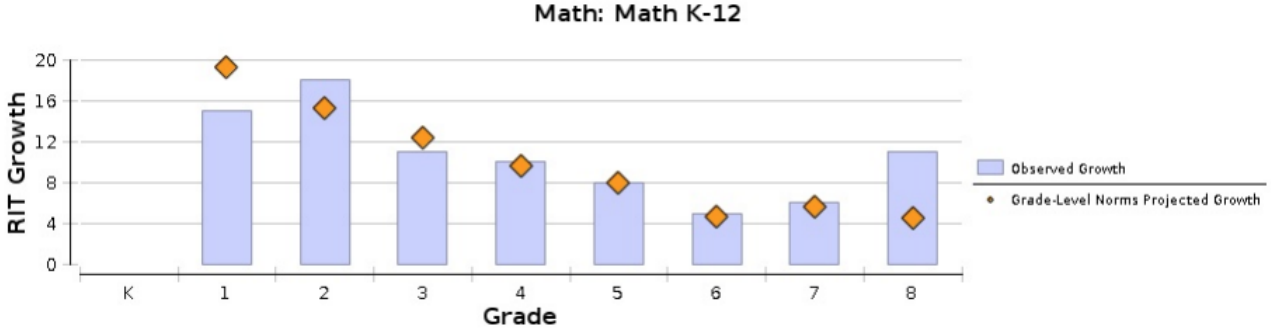
		Comparison Periods								Growth Evaluated Against						
		Winter 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	8	*			*			*					*			
2	75	155.7	12.6	4	171.7	14.5	8	16	1.2	16.1	-0.05	48	75	38	51	47
3	65	173.4	17.8	12	184.3	16.5	9	11	1.2	13.4	-1.49	7	65	24	37	34
4	82	184.5	19.0	9	194.2	17.4	12	10	1.4	9.4	0.19	58	82	32	39	39
5	78	188.6	18.3	3	194.9	16.8	2	6	1.1	7.8	-1.04	15	78	31	40	40
6	70	202.1	16.0	16	201.3	16.8	4	-1	1.3	5.6	-4.10	1	70	22	31	19
7	96	207.1	16.9	17	213.3	13.6	30	6	1.1	5.2	0.87	81	96	52	54	49
8	84	209.7	15.3	15	217.3	12.1	34	8	1.1	4.6	2.14	98	84	50	60	54



Neil Hafley Elementary

Math: Math K-12

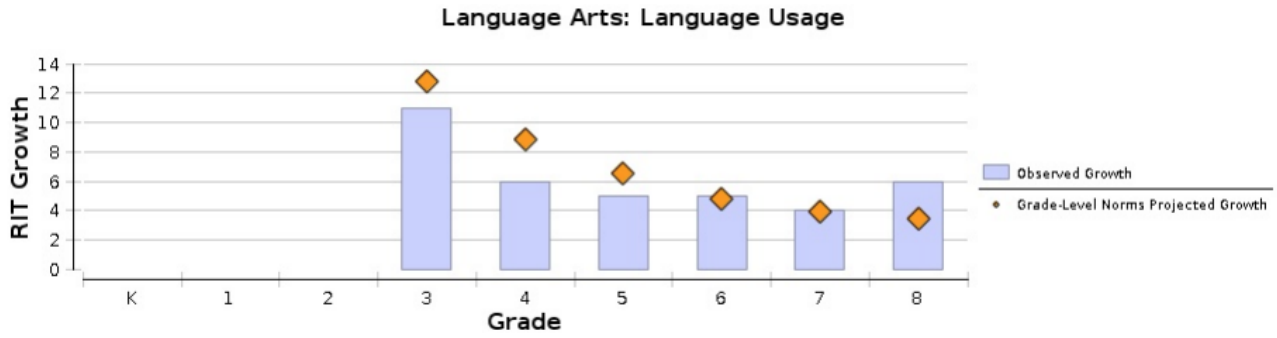
		Comparison Periods								Growth Evaluated Against						
		Winter 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	1	*			*			*					*			
1	60	146.6	9.1	25	161.6	9.1	7	15	0.9	19.2	-2.18	1	60	14	23	22
2	76	160.5	12.9	5	178.2	13.4	16	18	1.0	15.2	1.40	92	76	44	58	65
3	66	174.8	15.6	6	185.5	13.4	4	11	1.1	12.4	-1.00	16	66	25	38	31
4	83	185.3	15.7	4	195.5	15.4	7	10	0.9	9.6	0.35	64	83	39	47	42
5	79	190.8	14.7	1	199.0	12.9	2	8	0.8	7.9	0.16	56	79	34	43	38
6	71	205.5	14.2	12	210.3	13.6	13	5	0.8	4.6	0.10	54	71	37	52	51
7	97	210.8	15.3	14	216.4	15.9	20	6	1.0	5.6	0.00	50	97	47	48	44
8	84	213.4	15.6	12	224.7	19.5	36	11	1.7	4.6	3.96	99	84	56	67	78



Neil Hafley Elementary

Language Arts:
Language Usage

		Comparison Periods								Growth Evaluated Against						
		Winter 2023			Winter 2024			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2024)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
1	0	**			**			**					**			
2	0	**			**			**					**			
3	65	176.5	18.7	14	187.4	18.1	11	11	1.1	12.8	-1.24	11	65	29	45	31
4	83	186.9	19.6	10	193.3	16.8	7	6	1.1	8.8	-1.86	3	83	32	39	34
5	77	192.7	17.5	6	197.3	17.6	4	5	0.9	6.6	-1.46	7	77	28	36	29
6	70	201.8	14.9	14	206.8	14.6	17	5	0.9	4.8	0.15	56	70	37	53	50
7	97	207.1	15.2	18	210.7	14.5	25	4	0.8	3.9	-0.28	39	97	48	49	45
8	84	210.0	15.2	21	215.6	13.2	37	6	0.9	3.4	1.73	96	84	50	60	62



Attendance- 8th Grade

104	92.87%	7.40	3.17	13.05
Average Enrol...	AVG Att. Rate	Avg. Excused ...	Avg. Unexcus...	Avg. Tardies P...

Power BI– 8th Grade

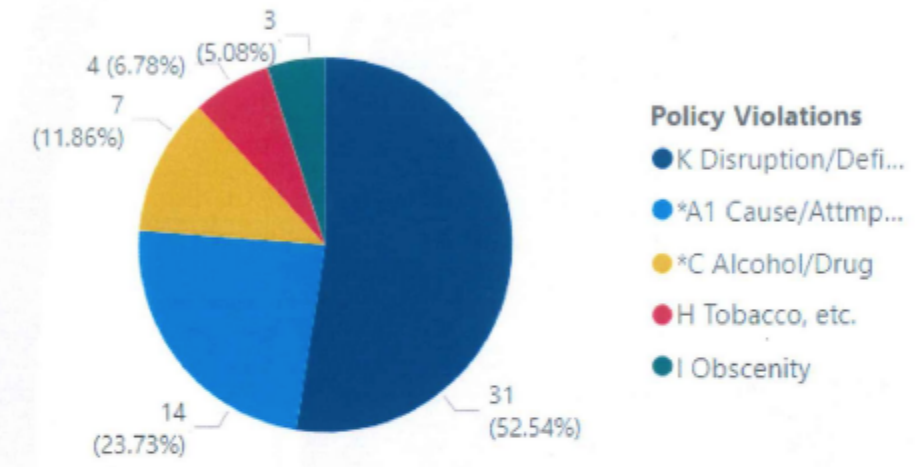
Student Discipline

Using the filters to the right, select your site and incident date range.

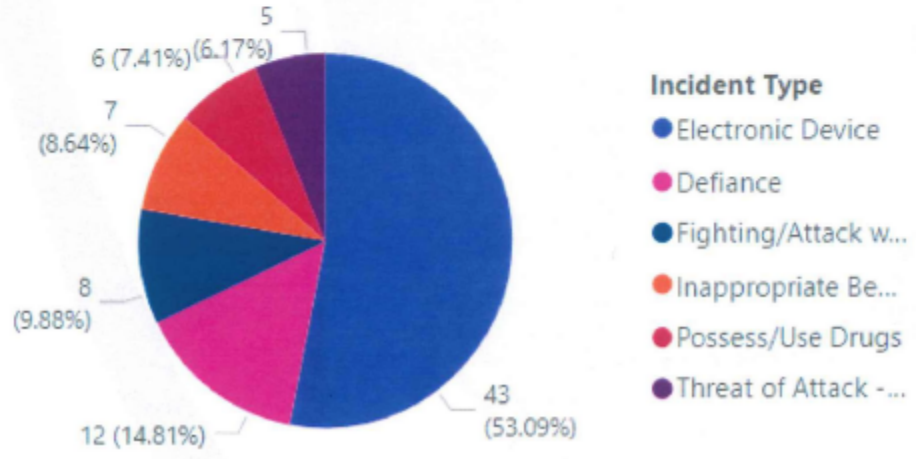
Sch

Nei

Policy Violations (Top 5)



Incident Types (Top 5)



Suspension	Bullying/Cyberbullying				1						1
	Damage School/Personal Property		1				1				2
	Dangerous Object					1	4				5
	Fighting/Attack w/o Weapon	1	6		2	4	12	13	10	9	57
	Gambling									1	1
	Inappropriate Behavior/Object				1			1			2
	Possess/Use Drugs						1		2	8	11
	Possess/Use Weapon			1			2	2		1	6
	Pushing/Shoving							2	1		3
	Sexual Harassment						1	1	1	1	4
	Threat of Attack - w/ Firearm/Explosive						1				1
	Threat of Attack - w/ Weapon							2		1	3
	Threat of Attack - w/o Weapon	2	2				4	3	3	7	21
	Unsafe Behavior	1	4			1	1	6	1		14
	Vape Pen: THC									1	1
Suspension Total		4	13	1	4	6	27	30	18	29	132

Data

Data Analysis

There are 105, 8th graders at Neil Hafley this school year, including 56 females and 49 males. Sixty-six percent of 8th graders are Hispanic with another 15% of them being White and 7% Asian Indian.

NWEA School Profile Report- Eighth graders' performance on the NWEA MAP would indicate that they would have success beyond Middle School. Their Achievement on MAP shows 74% of 8th graders scoring in the orange, yellow, green or blue bands. Eighth graders were above the 34th percentile in Achievement on all three assessments (Reading, Math and Language Usage) in the winter of 2024 MAP assessment administration.

NWEA MAP Growth Reports compared to Celebration Statistics Over Time- Despite 60% or more of our 8th grade students meeting growth projections on the NWEA MAP Reading, Math and Language Usage assessments, approximately 20% of students are not meeting the celebration requirements as outlined by the district. The majority of current 8th graders who are not currently eligible struggle to maintain positive attendance, behavior and completion of classwork.

Q Behavior Report- The Q Behavior Report shows suspensions for each grade level (across) beginning with Kindergarten. Eighth grade students earned 29 suspensions, or 21% of the suspensions campus-wide. The highest number of incidents includes 9 incidents of fighting or attacking without a weapon. The second highest number of incidents involve possession or use of drugs. These are a direct reflection on the increase of student vaping. The third highest number of incidents are for threat of attack without a weapon. Eighth grade students struggle to manage their emotions or to resolve conflicts in a productive manner.

Student Need 2:

Additional supports are required to ensure the successful transition of 8th grade students on to high school.

SMART Goal 1

Goal 17: By June of 2027, 99% of 8th grade students will meet established MUSD celebration criteria.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Eighth grade teachers will provide a detailed orientation for Middle School parents which conveys expectations and the importance of positive attendance, behavior and effort for the smooth transition to high school.	Middle School Orientation- Number of Middle School parents and students who participate in an orientation that conveys expectations and the importance of positive attendance, behavior and effort for the smooth transition to high school	In August of 2024, 1 Middle School Orientation had been held and 116 Middle School parents and students participated.	In May of 2025, 1 Middle School Orientation had been held and Middle School parents and students participated. This action is considered to have been met.			Time Money People
Translation will be provided during 8th grade parent meetings in order to effectively communicate with parents in support of their student's learning.	Classified Time-sheets- Number of hours time-sheeted for 8th grade parent meetings.	In April of 2024, 10 hours had been time-sheeted for 8th grade parent meetings translation.	In May of 2025, one hour had been time-sheeted for 8th grade parent meetings translation. This action is considered to have been met.			Time Money People
Childcare will be provided during parent information nights, parent meetings and community engagement events.	Classified Time-sheets- Number of hours time-sheeted for childcare during parent meetings.	In April of 2024, 4 hours had been time-sheeted for childcare.	In April of 2024, 4 hours had been time-sheeted for childcare. This action is considered to have been met.			Time Money People
Engaging electives will be implemented at the beginning of each day to incentivize being on-time to school, including an Athletic Success, STEAM, Peer Resource, Leadership, Soc Sci Enrichment and Yearbook elective.	Jr High Rotation Schedule- Number of elective course options offered in 1st period Percentage of 8th grade tardies	The 2023-2024 Jr High rotation schedule did not include 1st period electives. In the 2024-2025 schedule, there are 8 elective course options and students will be surveyed to	In May of 2025, the percentage of tardies earned by 8th grade students = 2,308 (20.77%). This action is considered to have been met.			Time Money People

		select their top choices. In April of 2024, the percentage of tardies earned by 8th Graders = 13.05% Tardies				
East Union High School students including AVID and Link Crew will engage with Neil Hafley 8th graders to provide information on high school expectations and positive peer modeling.	High School AVID and Link Crew Connections- Number of High School AVID and Link Crew connections as measured by calendared events	In April of 2024, High School AVID tutors had visited Neil Hafley's campus to connect with students 12 times.	In May of 2025, High School AVID tutors had visited Neil Hafley's campus to connect with students 25 times. This action is considered to have been met.			Time Money People
Saturday School will be provided monthly for 8th grade students to improve student self-concept. Saturday School will include a SEL component and opportunity to make-up assignments with support from a credentialed teacher.	8th Grade At-Promise List- Number of students on the Neil Hafley 8th Grade "At-Promise" list who participated in Saturday School and improved their performance in school to meet MUSD celebration criteria.	In April of 2024, 17/20 8th grade students "At-Promise" of not meeting MUSD 8th grade celebration criteria, attended Saturday School and met criteria.	In May of 2024, 14/16 8th grade students "At-Promise" of not meeting MUSD 8th grade celebration criteria, attended Saturday School and met criteria. This action is considered to have been met.			Time Money People
Counseling will be provided to students who are identified as at-risk of not meeting celebration requirements due to lack of structure	"At-Promise" 8th Graders Participating in Counseling- Number of students who are identified as "At-Promise" of not meeting celebration requirements due to lack of structure or	In April of 2024, 16/19 8th grade students "At-Promise" of not meeting MUSD 8th grade celebration	In May of 2024, 4/5 8th grade students "At-Promise" of not meeting MUSD 8th grade celebration criteria,			Time Money Money

or support outside of school.	support outside of school who are provided with counseling and eventually meet requirements.	criteria, participated in counseling and met criteria.	participated in counseling and met criteria. This action is considered to have been met.			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Fall Benchmark- increase the percentage of 8th grade students who meet established MUSD celebration criteria to 99% by the end of the school year. Currently, 89% of 8th grade students are meeting established MUSD celebration criteria.	At the beginning of the school year, seven 8th grade students who had demonstrated prior difficulty in the areas of academics, attendance, and behavior were assigned to an East Union AVID Tutor who met with them two times per week. Of those students, one student improved and was exited from the intervention, another was showing progress and remained in for another 6 weeks and 6 were exited for lack of progress. Based on a Trimester 1 Q Marks Report, 12- 8th grade students received one or more F grades which placed them below the required 1.0 GPA. Five of those students were assigned to participate in the AVID Tutor program. Teachers and administrators met to hold Student Study Team meetings with 5 students and their parents to apply Tier 2 interventions including lunchtime tutoring with teachers, weekly, and Saturday School. Data related to Cycle 1 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B55D19646-7356-4009-AFAD-3862928D094B%7D&file=Progress%20Monitoring%202024-2025.pptx&action=edit&mobileredirect	Continue to refine the EU AVID Tutor Program; Monitor progress in weekly lunchtime tutoring; Implement Saturday School	Refine

	=true		
Cycle 2: Winter Benchmark- increase the percentage of 8th grade students who meet established MUSD celebration criteria to 99% by the end of the school year. Currently, 89% of 8th grade students are meeting established MUSD celebration criteria.	The group of students who was not currently meeting MUSD celebration requirements has remained relatively stable despite Student Study Team meetings, AVID Tutoring 1-2 times per week, and Saturday School. One student brought up his grades significantly and is no longer considered at-risk. One student experienced tremendous hardship including the student's home burning down and the student relocated to Ceres with her grandparent. One student committed a severe violation of EdCode and may be facing an alternative to promoting from Neil Hafley. Data related to Cycle 2 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B99F85C7A-2AFA-4626-9A82-6EFEB9E1863B%7D&file=Progress%20Monitoring%20Cycle%202%202024-2025.pptx&action=edit&mobileredirect=true	During December and January, the AVID Tutor Program was disrupted due to high school finals and testing schedule changes as well as some high school students graduating mid-year and leaving the program. In addition, tutor/student matches that were not considered effective, we discontinued, and tutors were reassigned to different 8th grade students. In January, Saturday School was implemented. So far there have been two sessions with approximately half of the eligible students taking part in Saturday School. At the end of February, follow-up SSTs will take place for students who are not meeting celebration criteria.	Continue
Cycle 3: Spring Benchmark- increase the percentage of 8th grade students who meet established MUSD celebration criteria to 99% by the end of the school year. Currently, 93% of 8th grade students are meeting established MUSD celebration criteria.	Neil Hafley applied a number of interventions to help 8th grade students meet celebration criteria including: Student Study Team Meetings Saturday School provided by a certificated teacher and administrator that included a SEL component Weekly tutoring from high school AVID students Lunchtime Intervention provided by certificated teachers Counseling Parent phone calls Meetings with administration Data related to Cycle 3 for all goals in	Students who were not demonstrating improvement in the AVID tutor program were discontinued and tutors were reassigned where they could be the most effective. There were four Saturday School opportunities provided to 8th graders who were identified as being at risk of not meeting	Refine

	this Strategic Plan is located in the following presenation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7BD508AF30-F76F-4935-BC83-4CE21F9F8315%7D&file=Progress%20Monitoring%20Cycle%203%202024-2025.pptx&action=edit&mobileredirect=true	celebration requirements.	

Progress Monitoring 25-26

NEIL HAFLEY SCHOOL

Emerging Student Group- Asian

This data shows information regarding Asian students identified as Chronically Absent.

Student	Grade	Days Enrolled	Days Absent	% Absent
#1	00	146	67	45.89
#2	06	134	14	10.45
#3	05	180	20	11.11
#4	03	180	24	13.33
#5	01	100	24	24.00
#6	00	180	23	12.78
#7	03	180	25	13.89
#8	03	180	23	12.78
#9	04	180	22	12.22
#10	03	180	21	11.67
#11	08	173	35	20.23
#12	08	180	29	16.11
#13	01	180	21	11.67
#14	01	180	23	12.78

NEIL HAFLEY SCHOOL

Emerging Student Group- Asian

Asian Students Make Up 7% of the Neil Hafley Population

This data shows fall 2023 to spring 2024 growth.

Math

Grade Level	# of Students	# of Students Who Met Their Growth	% of Students Who Met
Kindergarten	5	2	40
1st Grade	4	2	50
2nd Grade	8	5	63
3rd Grade	9	6	67
4th Grade	5	2	40
5th Grade	4	3	75
6th Grade	6	3	50
7th Grade	5	3	60
8th Grade	10	2	20
Total	**56**	**28**	**50**

Reading

Grade Level	# with Growth Projections	# of Students Who Met Their Growth	% of Students Who Met
Kindergarten	5	1	20
1st Grade	4	2	50
2nd Grade	8	2	25
3rd Grade	9	0	0
4th Grade	5	4	80
5th Grade	4	2	50
6th Grade	6	3	50
7th Grade	5	1	20
8th Grade	10	3	30
Total	**56**	**18**	**32**

Data

Data Analysis

Neil Hafley School was identified as eligible for ATSI for the 2024-2025 school year for Asian students in the area of Chronic Absenteeism. This was consistent with the 2022-2023 school year.

In 2022-2023, there were 49 students who indicated their ethnicity to be Asian. Of those students, 20 were considered Chronically Absent or absent 10% or more of the number of days they were enrolled. In other words, 41% of Neil Hafley's Asian population were Chronically Absent during the 2022-2023 school year. Of those students, 2 were absent more than 20% of the days they were enrolled.

In 2023-2024, there were 59 students who indicated their ethnicity to be Asian which is an increase of 10 students. This subgroup makes up 7% of all Neil Hafley students. At Neil Hafley School, Asian students is a broad category that includes:
Asian Indian = 39 students
Asian Cambodian = 8 students
Asian Chinese = 1 students
Asian Japanese = 2 students
Asian Hmong = 1 student
Asian Other = 8 students

Chronic Absenteeism of Asian Students Chart- Progress was made in the 2023-2024 school year where only 14 (6 less) students in this subgroup were considered Chronically Absent. Twenty-four percent of Neil Hafley's Asian population were Chronically Absent, compared with 41% last school year. Of those students, 3 were absent more than 20% of the days they were enrolled.

Seven of these students were also Chronically Absent the previous school year however, three of those 7 decreased the percentage of days they were absent.
Student #4 went from 25% to 20%
Student #5 went from 19% to 16%
Student #6 went from 14% to 12%

NWEA MAP Growth Fall 2023 to Spring 2024- This chart shows that 50% of Asian students met growth in Math while 32% of Asian students met growth in Reading. The reason for lower numbers of students meeting Reading, may be contributed to language proficiency levels. Twenty-eight students, or 50% of students, in this group are English Learners. Still, the percentage of Asian students who met Reading Growth is consistent with the percentage of all students who met growth. More specifically, 50% of Chronically Absent Asian students met growth in Reading which is a higher rate than all Asian students.

While an Outreach Assistant was put into place this school year, she does not speak Punjabi which is the primary language spoken by Neil Hafley's Asian population. A resident substitute teacher who is assigned to the school will begin to be utilized to conduct outreach with this population.

Student Need 3:

Asian students and their families need additional communication and follow-up in their native language to understand the importance of positive school attendance.

SMART Goal 1

Goal 18: By June of 2027, 3%, or less, of Asian students will be identified as Chronically Absent.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Neil Hafley will inform educational partners of the importance of regular attendance in school through	Fliers, Agendas, Sign-In and Blackboard Messages in Asian Languages- Number of fliers, agendas and sign-in	In March of 2024, information was presented to educational partners on	In May of 2025, information was presented to educational partners on			Time Money People

oral and written communication in Asian languages, at least 5 times per year including Orientations, Back-to-School Night and Goal-setting Conferences.	sheets for meetings with educational partners and copies of out-going messages that include information about attendance policies and procedures or inform educational partners of the importance of regular attendance in school.	the importance of positive behavior in school 4 times however, it was not translated into Asian Languages.	the importance of positive behavior in school 4 times with translation into Punjabi. This action is considered to have been met.			
An Outreach Assistant will identify the Asian students who are most in need of support and connect them with a staff member who can make calls in primary languages and work to eliminate the barriers to their attendance by developing interventions and incentivizing positive attendance at school.	Q Attendance analysis and Chronic Absenteeism Reports- Decrease in the percentage of Asian students who are identified as Chronically Absent (absent 10% or more of the number of days they are enrolled in school)	In May of 2024, 24% of Asian students were identified as Chronically Absent.	In May of 2024, 23% of Asian students were identified as Chronically Absent. This action is considered to have been met.			Time Money People

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: Fall benchmark- In November of 2024, 20% of Asian students were identified as Chronically Absent. This shows that there has been a 4% improvement in the percentage of Asian students who are identified as missing 10% or more of the number of days they have been enrolled.	Data related to Cycle 1 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B55D19646-7356-4009-AFAD-3862928D094B%7D&file=Progress%20Monitoring%202024-2025.pptx&action=edit&mobileredirect=true	The Principal and Outreach Assistant have identified 11 students who meet this criterion and will monitor them in their weekly meetings. https://musd-my.sharepoint.com/:x:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B4693058A-E498-4021-	Refine

		8E9E-2C52F0F9876A%7D&file=Chronic%20Abseentee%20ATSI%20Group-%20Asian%202024-2025.xlsx&action=default&mobileredirect=true	
Cycle 2: Winter Benchmark- In February of 2025, 22% of Asian students were identified as Chronically Absent. This is an increase of 2% from fall.	Asian student chronic absenteeism was no longer identified for Additional Targeted Assistance. Still, this subgroup will be monitored to ensure that this subgroup does not experience barriers in accessing education. Data related to Cycle 2 for all goals in this Strategic Plan is located in the following presentation: https://musd-my.sharepoint.com/:p:/r/personal/lguzman_musd_net/_layouts/15/Doc.aspx?sourcedoc=%7B99F85C7A-2AFA-4626-9A82-6EFEB9E1863B%7D&file=Progress%20Monitoring%20Cycle%202%202024-2025.pptx&action=edit&mobileredirect=true	The Principal and Outreach Assistant have continued to monitor the students who were identified in this subgroup. One home visit was conducted for one Asian student in 8th grade during Cycle 2.	Continue
Cycle 3: Spring Benchmark- In May of 2025, % of Asian students were identified as Chronically Absent. This is an increase of % from fall.	Asian student chronic absenteeism was no longer identified for Additional Targeted Assistance. Still, this subgroup will be monitored to ensure that this subgroup does not experience barriers in accessing education.	The Principal and Outreach Assistant have continued to monitor the students who were identified in this subgroup.	Continue

Progress Monitoring 25-26

Budget Summary

	Standards Goal 1 and 5: Certificated Staff Training (Substitutes for Pull-out Days) each certificated staff member (33 total) will receive 3, 1/2 day, pull-out for training on district/site areas of focus		$ 3,300.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1008 - 1.8 Goal 1, A&S 8	1.8	Standards, Safety & Emerging Students	Standards Goal 1, 2, 3, 4, 5, 6, 7, 8; Safety Goal 9, 10, 11, 12, 14, 15; Emerging Students Goal 16	
	Outreach Assistsant - SALARY ONLY		$ 34,690.00	3010 - ESSA-Title I Bas Grnts Low Inc	3900 - Other Pupil Services	2200 - Classified Support Salaries	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 1	SG 1
	Goal 17: Certificated teachers will be time-sheeted for holding 9 Saturday School sessions of 3.5 hours, once per month.		$ 2,100.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Safety; Emerging Students	Safety Goal 9, 11 and Emerging Students Goal 16	
	Goal 1 and 2: Time-sheeting will be provided so that certificated staff can participate in collaboration and professional learning outside of their regular workday.		$ 3,800.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1008 - 1.8 Goal 1, A&S 8	1.8	Standards, Safety	Standards Goal 1, 2, 3, 4, 5, 6, 7, 8; Safety Goal 9, 10, 11, 12, 13, 14, 15	
	Goal 3 and 7: Time-sheeting will be provided to Certificated staff who provide interventions as part of an extended day of learning - Math		$ 3,000.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	Standards, Safety & Emerging Students	Standards Goal 2, 4, 6; Safety Goal 9, 11; Emerging Students Goal 17	
	Goal 2 and 6: Time-sheeting will be provided to staff who provide childcare and additional supervision during parent information nights, parent meetings and community engagement events.		$ 600.00	3010 - ESSA-Title I Bas Grnts Low Inc	2700 - School Administration	2407 - Clerical And Office Sal Hourly	2003 - 2.3 Goal 2, A&S 3	2.3	Standards, Safety & Emerging Students	Standards Goal 1, 2, 3, 4, 5, 6, 7, 8; Safety Goal 13, 14, 15; Emerging Students 16, 17	
	Goal 1 and 2: Time-sheeting will be provided so that classified staff can participate in collaboration and professional learning outside of their regular workday.		$ 1,800.00	3010 - ESSA-Title I Bas Grnts Low Inc	2700 - School Administration	2407 - Clerical And Office Sal Hourly	1008 - 1.8 Goal 1, A&S 8	1.8	Standards, Safety	Standards Goal 1, 2, 3, 4, 5, 6, 7, 8; Safety Goal 9, 10, 11, 12, 13, 14, 15	
	Goal 2 and 6: Materials and supplies will be provided for parent information nights, parent meetings and community engagement events.	TBD	$ 200.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Standards, Safety & Emerging Students	Standards Goal 1, 2, 3, 4, 5, 6, 7, 8; Safety Goal 9, 10, 13, 14, 15; Emerging Students Goal 17	
	Goal 4: Supplemental reading curriculum (Fundations) consummables, materials and supplies	TBD	$ 17,500.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Standards	Standards Goal 4	
	Goal 6: Materials and supplies will be provided for parent information nights, parent meetings and community engagement events.	TBD	$ 500.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Standards, Safety & Emerging Students	Standards Goal 1, 2, 3, 5, 6, 7; Safety Goal 9, 10, 13, 14, 15; Emerging Students Goal 17	
	Goal 2: Certificated staff will receive training and materials to implement Reading intervention programs during and outside of the regular school day	TBD	$ 3,800.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5222 - Workshops/Trainings	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Standards, Safety	Standards Goal 1, 2, 3, 4, 5, 6, 7, 8; Safety Goal 9, 10, 11, 12, 13, 14, 15	
	Goal 6: Certificated staff will receive training and materials to implement Math intervention programs during and outside of the regular school day.	TBD	$ 4,157.00	3010 - ESSA-Title I Bas Grnts Low Inc	1000 - Instruction	5222 - Workshops/Trainings	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	Standards, Safety	Standards Goal 1, 2, 3, 4, 5, 6, 7, 8; Safety Goal 9, 10, 11, 12, 13, 14, 15	
Total			$ 75,447.00								

160 - Neil Hafley Elementary School
Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Goal 2 and 6: Time-sheeting will be provided to staff who prepare and present information to engage parents in support of their students' success in achieving standards.		$ 400.00	0709 - Prev EIA/LCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2003 - 2.3 Goal 2, A&S 3	2.3	Standards, Safety & Emerging Students	Standards Goal 1, 2, 3, 4, 5, 6, 7, 8; Safety Goal 9, 10, 13, 14, 15; Emerging Students Goal 17	
	Goal 8 and 9: Substitute teachers will be hired to cover classrooms for teachers to participate in collaboration and training on PBIS and supplemental curriculum designed to address attendance and behavior.		$ 11,700.00	0709 - Prev EIA/LCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	Safety Goal 9, 10, 11	
	Goal 1 and 2: Substitutes will be provided for staff to have release time for planning and peer observation yes		$ 1,500.00	0709 - Prev EIA/LCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	1008 - 1.8 Goal 1, A&S 8	1.8	Standards, Safey & Emerging Students	Standards Goal 1, 2, 3, 4, 5, 6, 7; Safety Goal 14; Emerging Students 16	
	Goal 8: English Learner's progress will be monitored and each student will be reviewed by the ELD Team/ILT. ELD Team members will be time-sheeted for up to 1 hour, six times per year.		$ 400.00	0709 - Prev EIA/LCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	3001 - 3.1 Goal 3, A&S 1	3.1	Standards	Standards Goal 8	
	Goal 1, 2 & 7: Educational excursions, both in-person and virtual, will support student engagement and understanding of the real-world application of concepts.		$ 6,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Standards	Standards Goal 1, 2, 3, 5, 6, 7	
	Science Camp Transportation		$ 4,980.00	0709 - Prev EIA/LCAP	1000 - Instruction	5824 - Transport By Private Vendor	2004 - 2.4 Goal 2, A&S 4	2.4	GLS - Science	SN 2	
	Goal 9: Time-sheeting will be provided to staff who ensure students identified as Foster or Homeless receive additional support.		$ 3,832.00	0709 - Prev EIA/LCAP	2700 - School Administration	2407 - Clerical And Office Sal Hourly	3004 - 3.4 Goal 3, A&S 4	3.4	Safety	Safety Goal 9	
	Goal 8: Time-sheeting will be provided to staff who provide translation of documents outside of the work day or who translate during parent meetings and information nights.		$ 200.00	0709 - Prev EIA/LCAP	1000 - Instruction	2107 - Instr Aides Salaries Hourly	3001 - 3.1 Goal 3, A&S 1	3.1	Standards, Safety & Emerging Students	Standards Goal 1, 2, 3, 4, 5, 6, 7, 8; Safety Goal 9, 10, 13, 14, 15; Emerging Students 16, 17	
	Standards Goal 1 and 5: Translation of written and verbal communication		$ 250.00	0709 - Prev EIA/LCAP	2700 - School Administration	2407 - Clerical And Office Sal Hourly	3001 - 3.1 Goal 3, A&S 1	3.1	Standards, Safety & Emerging Students	Standards Goal 1, 2, 3, 4, 5, 6, 7, 8; Safety Goal 9, 10, 13, 14, 15; Emerging Students 16, 17	
	Goal 2, 6 and 10: Awards including lanyards, pins, certificates, and prizes will be purchased to incentivize good attendance, engagement, and positive behavior.	TBD	$ 14,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Standards, Safety	Standards Goal 2, 3; Safety Goal 9, 10	
	Goal 1 and 2: Materials and supplies will be provided for training including chart paper, markers, and stickie notes.	TBD	$ 300.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	1008 - 1.8 Goal 1, A&S 8	1.8	Standards, Safety & Emerging Students	Standards Goal 1, 2, 3, 4, 5, 6, 7, 8; Safety 9, 10, 11, 12, 13, 14, 15; Emerging Students Goal 16	
	Goal 1 and 2: Specific teacher supplies required to support implementation of differentiated instruction such as magnetic easels, pocket charts and sorting boxes will be purchased.	TBD	$ 900.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	1008 - 1.8 Goal 1, A&S 8	1.8	Standards, Safety	Standards Goal 1, 2, 3, 4, 5, 6, 7, 8; Safety Goal 14, 15, 16	
	Goal 11: Materials and supplies will be purchased to support Middle School Electives.	TBD	$ 350.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	Safety Goal 17	
	Goal 11: Middle School Electives	TBD	$ 1,470.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	Safety Goal 17	
	Standards Goal 1, 2; Safety Goal 3, 4: Student Incentives for Academics, Behavior, Attendance students who demonstrate 3 points growth will participate in field day enrichment activities	TBD	$ 12,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Standards, Safety	Standards Goal 2, 3; Safety Goal 9, 10	
	Safety Goal 3 and 4: PBIS Training Materials and Supplies folders, posters, signs	TBD	$ 500.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	Safety Goal 9, 10, 11	
	Emerging Students Goal 11: Core Electives consumables and other materials and supplies	TBD	$ 2,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	Safety Goal 17	
	Goal 1 and 2: Evidence-based educational literature for professional learning will be purchased and utilized for site implementation by the ILT.	TBD	$ 200.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	1008 - 1.8 Goal 1, A&S 8	1.8	Standards, Safety	Standards Goal 1, 2, 3, 5, 6, 7, 8; Safety goal 10	
	Safety Goal 3: Materials and supplies for school activities, events and trainings	TBD	$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	4310 - Materials & Supplies	2004 - 2.4 Goal 2, A&S 4	2.4	Standards, Safety	Standards Goal 1, 2, 3, 4, 5, 6, 7, 8; Safety Goal 9, 10, 11, 12, 4, 13, 14, 15; Emerging Students Goal 16, 17	
	Goal 11: Middle School Electives Moved 530 to 4400 due to cost being over 500	TBD	$ 530.00	0709 - Prev EIA/LCAP	1000 - Instruction	4400 - Non-Capitalized Equipment	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	Safety Goal 17	
	Goal 8 and 9: Certificated teachers will participate in training on PBIS and supplemental curriculum designed to address attendance and behavior.	TBD	$ 7,596.00	0709 - Prev EIA/LCAP	1000 - Instruction	5222 - Workshops/Trainings	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	Safety Goal 9, 10, 11	
	Standards Goal 1 and 2: Certificated Staff Training (Travel and Conference Fees) continue and renew 6-8th grade certificated staff Why Try Training	TBD	$ 2,400.00	0709 - Prev EIA/LCAP	1000 - Instruction	5222 - Workshops/Trainings	2002 - 2.2 Goal 2, A&S 2	2.2	Standards, Safety	Standards Goal 1, 2, 3, 4, 5, 6, 7, 8; Safety Goal 9, 10, 11, 12, 14, 15; Emerging Students Goal 16	
	Safety Goal 5: Additional counseling for student social and emotional support	TBD	$ 26,220.00	0709 - Prev EIA/LCAP	3110 - Guidance & Counseling Services	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 1	
	Goal 2, 6 and 11: Paraprofessionals will be time-sheeted for taking part in professional learning		$ 1,000.00	0709 - Prev EIA/LCAP	1000 - Instruction	2107 - Instr Aides Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	SN 2	
	Safety Goal 3 and 4: Postage for Parent Communication		$ 150.00	0709 - Prev EIA/LCAP	2700 - School Administration	5930 - Postage	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	SN 2	
Total			$ 99,860.00								

160 - Neil Hafley Elementary School
Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Field Trip: Science Camp		$ 9,920.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	7418 - ELOP-Enrichment	2.4	Safety	SN 2	
	Music Program Supplies (*Must be in addition to base)	TBD	$ 4,000.00	6770 - Arts & Music Prop 28	1000 - Instruction	4310 - Materials & Supplies	0000 - Undesignated	1.4	Safety	SN 2	
	ADD SJCOE ARTS AND MUSIC ELECTIVES	TBD	$ 250.00	6770 - Arts & Music Prop 28	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	0000 - Undesignated	1.4	Safety	SN 2	
Total			$ 14,170.00								

160 - Neil Hafley Elementary School
Supplemental Programs/Services

Priority	Site Purpose and/or Justification	Vendor	Cost Estimate (Site Plan)	Funding Source	Function (Type of Activity)	Object (Type of Expenditure)	Management (Program Tracking)	LCAP A/S	Target	Student Needs	Smart Goal
	Goal 1: Books will be purchased, such as novel sets, to supplement the stories presented in the base/core curriculum	TBD	$ 300.00	7435 - Learning Recovery Emer Grant	1000 - Instruction	4200 - Books Other Than Textbooks	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	Standards	Standards Goal 1, 2, 3	
Total			$ 300.00								

Educational Partner Input

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

Involvement Process for the Strategic Plan and Annual Review and Update

Neil Hafley School involved stakeholder groups throughout the 2024-2025 school year in the development of this 3-year Strategic plan that was initially approved in April of 2024, monitored and approved again in May of 2025. Stakeholder groups progress monitored the 2024-2025 Strategic Plan using a process of reviewing data within each target (Standards, Safety and Emerging Students), considering the baseline identified in the spring of 2023 and progress toward the established goals. The process of gathering input was a dynamic one, in which 2-4 individuals from various backgrounds were grouped and given time to examine information posted on chart paper around the room, discuss and document what they noticed, what they wondered and to make suggestions about how to improve the outcome of what was shared. At the end of each of these sessions, the entire group reconvened to debrief and have a conversation around their findings.

Date

While progress monitoring the 2024-2025 Strategic Plan, educational partners provided input to further develop the 2024-2027 Strategic Plan. These meetings were held for each group on the following dates...

School Site Council:
August 22, 2024- Vision, Mission and Goals Demonstrated through the Strategic Plan
September 26, 2024- Data Review and Progress Monitoring of Standards, Safety and Emerging Student Goals
October 24, 2024- Data Review and Progress Monitoring of Emerging Student Goals- Small Group Analysis and Discussion
January 30, 2025- Data Review and Progress Monitoring of Goals from the 2024-2027 Strategic Plan- Small Group Analysis and Discussion
February 20, 2025- Data Review and Needs Assessment Activity- Members prioritized needs based on review of data.
March 20, 2025- Review of Forecasting/Back casting Data and Actions
May 12, 2024- Collaborative Review of the Strategic Plan

September 6, 2024- Title I Parent Information Night/Art & Work Showcase

English Language Advisory Committee:
August 23, 2024- Vision, Mission and Goals Demonstrated through the Strategic Plan
January 31, 2025- Data Review Process, Standards Focus & Needs Assessment
March 28, 2025- Review and Establish Goals for the 2024-2027 Strategic Plan & Provide Input on Actions and Services

Instructional Leadership Team:
July 25, 2024- Review of the Strategic Plan to Plan Professional Learning
September 19, 2024- Emerging Student Data, English Language Learners
October 17, 2024- Emerging Student Data, Students with Disabilities
November 14, 2024- Standards (Engagement Strategies). Safety (PBIS), and Emerging Students (ELD)
January 9, 2025- Progress Monitoring Standards Actions & Services
January 24, 2025- Review of Strategic Plan Actions & Services and Needs Assessment

Safety Team:
October 14, 2024- Review of Strategic Plan Goals, Actions & Services
December 9, 2024- Safety Scenarios with Discussion and Safety Learning Walks
February 27, 2025- Safety: PBIS Learning Walks
March 17, 2025- Progress Monitoring Safety Goals, Attendance and Restorative Practices

March 27, 2025- Progress Monitoring Standards (Strategies for Student Engagement), Safety (PBIS- Increasing awareness among classified employees), Emerging Students (ELD Models & More)
April 15, 2025- Progress Monitoring Safety Data (Behavior Analysis Reports)

Staff Input:
July 30, 2024- Standards (Engagement Strategies), Safety (PBIS), and Emerging Students (ELD)
August 12, 2024- Partnering with Parents
August 14, 2024- NWEA MAP Assessment Data Review
August 19, 2024- NWEA MAP Growth Normative Data & Goal Setting
August 26, 2024- Safety & SEL
September 10, 2024- Safety: PBIS and De-escalation
September 16, 2024- Safety & SEL for Primary Grade Teachers
September 17, 2024- PEBC Coaching and Math Standards Work
September 17, 2024- Safety & SEL for Intermediate and Jr High Teachers
September 18, 2024- Progress Monitoring Safety and Review of Student Work in the Areas of PBIS and SEL
September 23,2024- Math Standards Work
September 24. 2024- Vision
September 30, 2024- Standards: Finding Evidence of Standards for SBRC
October 16, 2024- Standards: Finding Evidence of Standards for SBRC
October 21, 2024- Standards, Reading
October 22, 2024- Standards, Reading, cont.
October 30, 2024- Standards (Engagement Strategies), Safety (PBIS), and Emerging Students (ELD) for New Teachers
November 18, 2024- Accessing Standards through Engagement Strategies
November 20, 2024- PEBC Coaching and Math Standards Work
December 11, 2024- Progress Monitoring Actions & Services
January 8, 2025- Data Review & Assessment Planning
January 9, 2025- PEBC Coaching and Math Standards Work
January 21, 2025- Progress Monitoring Standards, Safety, and Emerging Students
February 11, 2025- Emerging Students: BE GLAD Strategies
February 12, 2025- PEBC Coaching and Math Standards Work
February 12, 2025- Safety: PBIS and De-escalation
February 27, 2025- Safety: PBIS Learning Walks
March 31, 2025- Emerging Students and Designated ELD
April 9, 2025- Safety: PBIS Refresh for Classified Staff & School Site Assistants
April 30, 2025- Progress Monitoring Emerging Students (ELD and Hawk Time)

Groups

Stakeholder Groups included:
School Site Council
English Language Advisory Committee
Instructional Leadership Team
Safety Team
All staff including subgroups of New Teachers, Paraprofessionals, Custodial Team, Office Team and Grade Spans

Outcome

Once the process was completed for each stakeholder group, the information was collected and combined into one feedback document for each group that was reshared with stakeholders and integrated into the 3-year plan.

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Lori Guzman-Alvarez	Principal
Samantha Khalil	Parent or Community Member
Diana Arevalo	Classroom Teacher
Karen Baum	Classroom Teacher
Yasmeen Fernandez	Classroom Teacher
Stephanie Garcia	Other School Staff
Sarah Goodwin	Parent or Community Member
Elisabeth Knapp	Parent or Community Member
Stacy Mullen	Parent or Community Member
Amber Pereira	Parent or Community Member

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

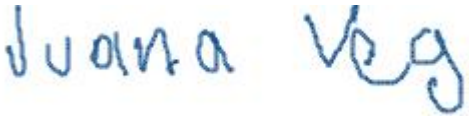
Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This Strategic Plan was adopted by the SSC at a public meeting on 5/12/2025.

Attested:

	Principal, Lori Guzman-Alvarez on 05/12/2025
	SSC Chairperson, Samantha Khalil on 05/12/2025