



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.

Walter Woodward Elementary School

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Manteca Unified School District

39685930000000

School Site Vision

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

School Site Mission

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

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

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

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

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

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

School Description and Mission Statement

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

Opportunities for Parent Involvement

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

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

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

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

School Site Description

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

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

Woodward's School Vision:

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

Woodward Mission:

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

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

Classroom Observations

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

Site administrators, in accordance with the MEA Master Agreement, utilize classroom observation to evaluate teachers using the California Standards for the Teaching Profession.

Learning Walks are utilized by District and site staff to gather and provide specific feedback towards instructional or program goals. District staff conduct a minimum of two Learning Walks a year while site staff conduct weekly learning walks at the elementary high school levels.

The data gathered is used to determine trends, effectiveness of student learning and necessary professional development at the site and district level.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

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

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

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

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

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

Examples of Tier 2 and 3 intervention support are:

Point Break Intervention Classes

Anger Management (ages 12-18)

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

Substance Abuse (ages 12-18)

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

Point Break Workshop at High Schools

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

Victor Wrap-Around Services

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

Coordination of Services Team (COST)

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

ensure that the overall system of support works together effectively.

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

Intervention TOSA

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

Restorative Practices

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

Suicide Prevention

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

Yellow Ribbon Suicide Prevention Program

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

Parent Project

Parent workshops help parents raise difficult children.

Workshop topics include:

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

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

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

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

Elevate Mentoring

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

Journey Mentoring

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

Multi-Tiered System of Support (MTSS)

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

Positive Behavioral Interventions and Supports

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

Valley Community Counseling

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

Social Emotional Learning

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

Supports

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Evidence-based educational practices to raise student achievement

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

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

Parental Engagement

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

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

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

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

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

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

Funding

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

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

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

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

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

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

Fiscal support (EPC)

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

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

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

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
935	38.3	15.3	0.2

Total Number of Students enrolled in Walter Woodward Elementary School.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

Students whose well being is the responsibility of a court.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
998	53%	15.3%	0.5%

Total Number of Students enrolled in Walter Woodward Elementary School.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

Students whose well being is the responsibility of a court.

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

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	153	15.3%
Foster Youth	5	0.5%
Homeless	42	4.2%
Socioeconomically Disadvantaged	529	53%
Students with Disabilities	151	15.1%

2022-23 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	46	4.9
American Indian	4	0.4
Asian	179	19.1
Filipino	42	4.5
Hispanic	398	42.6
Two or More Races	45	4.8
Pacific Islander	15	1.6
White	206	22

2023-24 Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	61	6.1%
American Indian	1	0.1%
Asian	183	18.3%
Filipino	54	5.4%
Hispanic	431	43.2%
Two or More Races	48	4.8%
Pacific Islander	14	1.4%
White	206	20.6%

Conclusions based on this data:

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



Grade Level Standards

District Goal

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

Site Tier 1 Goal

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

CAASPP Results English Language Arts/Literacy (All Students)

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly 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	2387.	2387.	2388.	14.46	13.73	14.42	16.87	16.67	16.35	22.89	26.47	26.92	45.78	43.14	42.31
Grade 4	2432.	2438.	2430.	12.12	17.89	10.68	27.27	15.79	23.30	20.20	26.32	22.33	40.40	40.00	43.69
Grade 5	2488.	2446.	2478.	13.59	8.74	22.00	29.13	21.36	24.00	30.10	25.24	11.00	27.18	44.66	43.00
Grade 6	2512.	2524.	2485.	10.78	11.43	2.88	30.39	35.24	26.92	31.37	35.24	31.73	27.45	18.10	38.46
Grade 7	2551.	2551.	2550.	14.58	14.41	15.91	32.29	35.14	35.61	34.38	27.93	25.00	18.75	22.52	23.48
Grade 8	2559.	2558.	2567.	15.09	14.14	17.65	31.13	32.32	33.61	32.08	30.30	26.89	21.70	23.23	21.85
Grade 11															
All Grades	N/A	N/A	N/A	13.41	13.33	14.05	28.18	26.34	27.19	28.69	28.62	24.17	29.71	31.71	34.59

**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	2405.	2418.	2402.	3.61	14.71	12.38	27.71	30.39	21.90	34.94	25.49	25.71	33.73	29.41	40.00
Grade 4	2437.	2457.	2448.	7.00	13.40	11.54	24.00	23.71	24.04	33.00	36.08	29.81	36.00	26.80	34.62
Grade 5	2467.	2436.	2460.	6.73	5.77	6.93	16.35	6.73	12.87	34.62	25.96	35.64	42.31	61.54	44.55
Grade 6	2507.	2519.	2478.	12.75	15.24	8.74	25.49	24.76	16.50	23.53	33.33	26.21	38.24	26.67	48.54
Grade 7	2513.	2512.	2520.	12.50	9.91	11.54	19.79	18.02	21.54	29.17	33.33	30.77	38.54	38.74	36.15
Grade 8	2521.	2508.	2513.	13.21	11.00	15.83	16.04	19.00	12.50	28.30	21.00	20.83	42.45	49.00	50.83
All Grades	N/A	N/A	N/A	9.48	11.63	11.31	21.32	20.36	18.25	30.46	29.24	28.05	38.75	38.77	42.38

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

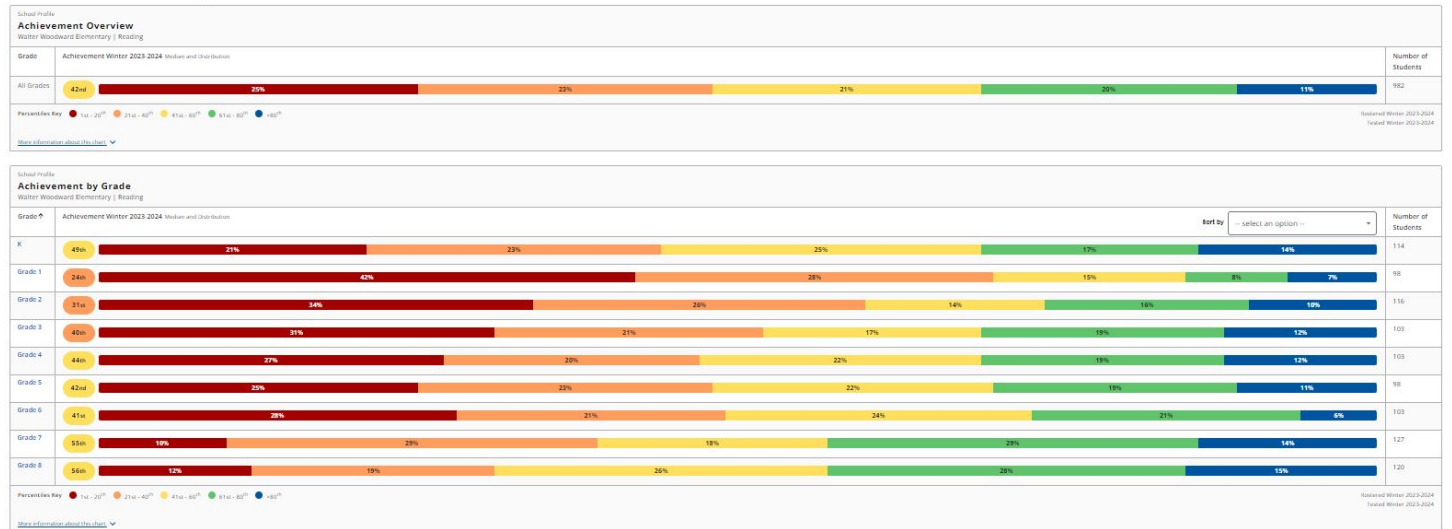
CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	41.60	39.61
Female	47.45	46.72
Male	36.51	33.92
American Indian or Alaska Native	--	--
Asian	48.18	52.59
Black or African American	31.03	29.03
Filipino	50.00	37.93
Hispanic or Latino	36.43	36.69
Native Hawaiian or Pacific Islander	--	--
Two or More Races	48.00	32.14
White	47.10	39.87
English Learners	13.48	15.19
Foster Youth	0.00	0
Homeless	--	10.53
Military	28.57	--
Socioeconomically Disadvantaged	35.07	35.34
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	13.58	11.83

CAASPP Results Mathematics (All Students)

CAASPP Student Groups	22-23 CAASPP Percent Met or Exceeded	23-24 CAASPP Percent Met or Exceeded
All Students	30.80	31.94
Female	27.64	30.18
Male	33.54	33.33
American Indian or Alaska Native	--	--
Asian	40.00	42.86
Black or African American	20.69	12.90
Filipino	22.22	44.83
Hispanic or Latino	24.23	28.63
Native Hawaiian or Pacific Islander	--	--
Two or More Races	36.00	28.57
White	39.13	31.17
English Learners	4.40	9.64
Foster Youth	0.00	0
Homeless	--	9.52
Military	28.57	--
Socioeconomically Disadvantaged	19.25	23.32
Students Receiving Migrant Education Services	0.00	0
Students with Disabilities	13.58	6.45

Data

Walter Woodward Elementary



Student Growth Summary Report

Aggregate by School

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

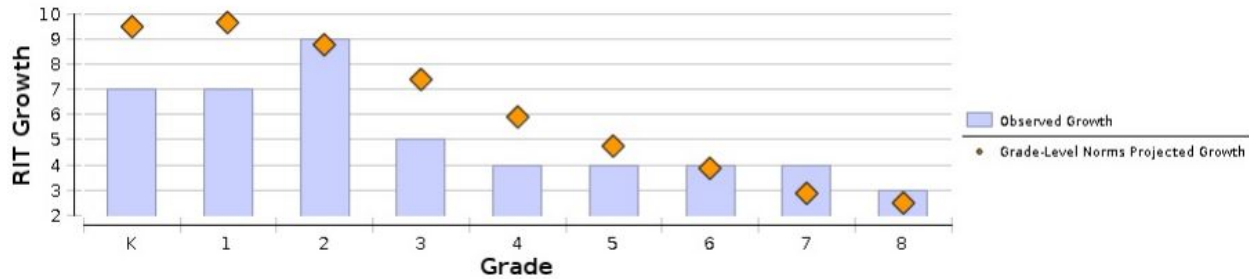
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Winter 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 20 (Winter 2024)
Grouping: None
Small Group Display: No

Walter Woodward Elementary

Language Arts:
Reading

		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	105	139.5	9.3	71	146.8	11.7	54	7	0.8	9.5	-1.55	6	105	40	38	33
1	94	150.4	12.6	15	157.2	13.4	7	7	0.9	9.6	-1.96	2	94	33	35	29
2	106	166.0	15.4	16	175.1	15.1	18	9	0.8	8.7	0.25	60	106	53	50	46
3	98	183.4	16.3	33	188.7	15.0	23	5	0.9	7.4	-1.70	4	98	36	37	35
4	98	194.5	16.3	38	198.5	15.9	29	4	0.7	5.9	-1.60	5	98	45	46	37
5	94	200.3	16.4	28	204.7	14.1	26	4	0.8	4.8	-0.32	37	94	41	44	41
6	100	204.2	14.7	20	208.4	13.2	22	4	0.7	3.8	0.36	64	100	51	51	50
7	121	214.6	13.2	52	218.1	12.9	56	4	0.5	2.9	0.62	73	121	69	57	54
8	116	219.0	13.6	55	222.2	12.6	59	3	0.6	2.5	0.63	73	116	62	53	51

Language Arts: Reading



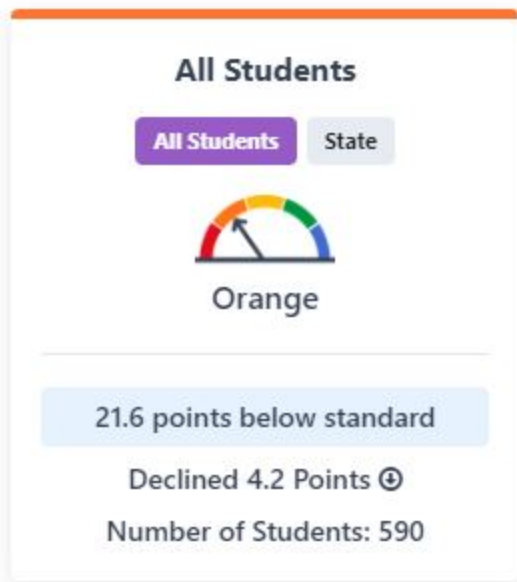
English Language Arts Indicator - Student Group Five-by-Five Placement

[View District Placement](#)

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

[View Detailed Data](#)

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



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

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

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

Data Analysis

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

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

Student Need 1:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
<p>K- 3 teachers will use Foundations with fidelity daily. This will include say scripts, unit assessments, and Foundations teaching strategies being used in the classroom.</p> <p>Instructional Specialist will work with K-3 to support programming and use with fidelity.</p>	<p>Foundation Fidelity Survey Number of teachers reporting that they are consistently using say scripts during Foundations.</p> <p>Foundation Unit Assessment Report Number of teachers using unit assessments.</p> <p>Learning walk data number of teachers showing strong evidence of using foundations teaching strategies</p>	<p>5/22 teachers are consistently using say scripts.</p> <p>0/22 teachers are using unit assessments.</p> <p>Learning Walk Rubric: Strong evidence 1 Some evidence 19 No evidence 2</p>	<p>Making Progress</p> <p>20/22 teachers are using say scripts</p> <p>19/22 have used one or more unit assessments</p> <p>Learning Walk Rubric Strong Evidence Some Evidence No Evidence 0</p>			<p>Time Money People</p>
<p>Learning Targets and/or "I can" statements will be utilized in all classrooms to help students identify what is required for lesson mastery.</p>	<p>Admin/ILT - Learning Walks Monthly Number of classrooms where "I can" statements are visible.</p> <p>Percentage of students able to articulate what is required for lesson mastery.</p>	<p>30/41 rooms have "I can" statements visible in the classroom.</p> <p>Some Evidence of students being able to articulate the learning target. Learning walks 24-25 (50% of students)</p>	<p>Making Progress</p> <p>30/41 rooms have "I can" statements visible in the classroom.</p> <p>60% of students could articulate their learning target.</p>			<p>Time People</p>

<p>Grade level teams will meet monthly to work collaboratively by using the guiding questions to inform instruction by reviewing data, identifying student needs, and adjusting instructional practices as needed.</p> <p>Instructional Specialist will support K-1 Grade levels during their meetings.</p> <p>Admin will support grade levels 2-8 during their meetings.</p>	<p>PLC Agenda/ minutes review</p> <p>Percentage of agendas/minutes showing strong evidence of grade level teams using the guiding questions by reviewing data and identifying student needs.</p>	<p>Strong evidence</p> <p>Some evidence 80%</p> <p>No evidence 20%</p>	<p>Making progress</p> <p>Strong Evidence 20%</p> <p>Some Evidence 80%</p> <p>No Evidence 0%</p>			Time People
<p>1st & 2nd grade students in the red, (specifically homeless students) in phonemic awareness will attend after school skills tutorial to increase reading skills.</p>	<p>Use pre/post assessment using Core assessments for phonemic awareness.</p>	<p>CORE Assessment (Fall 24)</p> <p>1st grade: 36% identified all sounds/letters</p> <p>2nd grade did not give CORE Phonics Assessment</p>	<p>Not met</p> <p>20% of 1st grade students made adequate progress on the CORE phonics assessment</p>			Time People
<p>Just Words curriculum will be used with grades 4th-8th grade students.</p> <p>Instructional Specialist will focus on facilitating intervention with 4th-6th grades.</p> <p>Instructional Specialist will support the teacher working with Jr. High students on Just Words.</p>	<p>Use pre/post assessments - MAP Language Usage Growth Report TOSWRF2</p>	<p>Baseline Data - Serving 28 (4th-6th grade students)</p> <p>Serving 13 (7th-8th grade students)</p> <p>Pre/Post data will be compared in the winter & spring</p>	<p>Making progress</p> <p>Just Words 4th Grade 9/13 showed growth (Lang Usage)</p> <p>7/13 showed growth (Reading)</p> <p>5/6th Grade 8/14 showed growth (Lang Usage)</p>			People Time

			7/14 showed growth (Reading)			
			7/8th Grade 11/13 showed growth (Lang Usage)			
			8/13 showed growth (Reading)			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p>Cycle 1: November 2024 Progress review of the SMART Goal - By June of 2027 sentence fluency will increase by 15% to strengthen the foundational reading skill in K-3.</p> <p>Learning walk trends indicate that we are implementing Foundations but not to fidelity. Some teachers are not following the whole script. More training and evidence will be collected to measure progress.</p> <p>Fall 23 to Fall 24 MAP reading indicates that grades 2-8 met growth targets.</p>	<p>Learning walk data indicates that that over 79% of Foundations walls are completely set up, 93% of the teachers using Foundations are following portions of the cue cards or lesson plans, about half of all students are actively participating in the lesson.</p> <p>Learning Walk data indicates that 41% of teachers are using "I can" statements or learning targets regularly in the classroom.</p> <p>Grade level pullout days have included the importance of collaborative conversations in classrooms and teachers have been given tools and strategies on how to use collaborative conversations to support student learning.</p> <p>Fall MAP reading growth report indicates that grades 2nd-8th grade have meet their growth target from Fall23-Fall24.</p> <p>Fall MAP reading achievement report indicates that overall Woodward is in the 51st percentile (40% of students continue to be below or far below national average.) Kindergarten average achievement is 58th percentile, 1st grade average achievement is 47th</p>	<p>Foundations curriculum is being used more regularly in the classroom but not to fidelity. There will be a follow up training for teachers on November 13th. Follow up Foundations Learning Walks will take place in December.</p> <p>Learning targets continue to be a schoolwide focus and practiced at staff meetings with the use of "I can" statements, opportunities for collaborative conversations, and rubrics to measure student understanding.</p> <p>Instructional leadership team will be working together to calibrate what No, some, and strong evidence looks like on our schoolwide focuses. Then complete learning walks to accumulate data and</p>	Continue

	<p>percentile, 2nd grade average achievement is 39th percentile, 3rd grade average achievement is 39th percentile.</p> <p>The following grade levels made high growth over the past year in Reading: 3, 4, 6, 7, 8. Grade level of focus for T-2 will be 5th grade as they showed the least amount of growth (30th percentile).</p> <p>Data binder is available for review in Principal's office.</p>	identify staff development needs.	
<p>Cycle 2: March 2025 Progress review of the SMART Goal - By June of 2027 sentence fluency will increase by 15% to strengthen the foundational reading skill in K-3.</p> <p>Kinder Foundational Skills (MAP Fluency)</p> <p>Fall 2024: Level 0 - 33% Level 1 - 13% Level 2 - 34% Level 3 - 11% Level 4 - 8% Level 5 - 0%</p> <p>Winter 2025: Level 0 - 16% Level 1 - 14% Level 2 - 25% Level 3 - 25% Level 4 - 21% Level 5 - 0%</p> <p>MAP Reading: Fall 24-Winter 25 - 1st grade grew at a higher rate than the school average. Kinder achieved at a higher rate than the school average. No grade levels met their growth target.</p>	<p>ILT has created a GLM notes template that is starting to be implemented at all grade level meetings. ILT built a PLC rubric and a schoolwide focus rubric which progress monitors collaborative conversations, learning targets, and the use of rubrics.</p> <p>Grade level pullout days in the winter have focused on building "I can" statements tied to grade level standards with a proficiency rubric. Grade levels have built pre- & post-assessments to collect data on the identified standard in ELA or Math.</p> <p>Foundations is now being implemented in all K-3 classrooms. Instructional Specialist has completed a pullout day with each grade level to review resources and supports for Foundations. Instructional Specialist has taught model lessons and co-taught lessons with several teachers throughout trimester 2.</p> <p>MAP Reading: Fall 24-Winter 25 - 1st grade grew at a higher rate than the school average. Kinder achieved at a higher rate than the school average. No grade levels met their growth target.</p> <p>Data binder is available for review in Principal's office.</p>	<p>Grade levels that have exceeded growth targets from fall to winter identified best practices. These will be shared at our next ILT meeting. In addition, ILT is working on how to utilize cooperative learning groups. ILT will look for opportunities to support grade levels with additional professional development in these areas.</p> <p>In March ILT will be working with ELD TOSAs to review student data and identify areas of growth for each of the 4 domains (reading, writing, listening, speaking).</p> <p>Admin will continue to use Schoolwide Focus Rubric during learning walks to collect data to support student learning.</p>	Continue

<p>Cycle 3: May 2025 Progress review of the SMART Goal - By June of 2027 sentence fluency will increase by 15% to strengthen the foundational reading skill in K-3.</p> <p>Winter 24 (MAP FLUENCY) Kindergarten - 16% of students are in the red band for phonological awareness. 1st grade - 15% of students are in the red band for phonological awareness. Not enough 2nd & 3rd graders completed the MAP fluency for progress monitoring. MAP reading and language usage data will be used to monitor 2nd & 3rd grade moving forward.</p> <p>OUTCOMES: Kindergarten students decreased in the red band by 8%. 1st grade students in the red band decreased by 2%.</p> <p>The goal was by the end of year one benchmark was to decrease the red and band by 5%. Kindergarten students decreased by more than 5% and 1st grade decreased by less than 5%.</p>	<p>Kindergarten - 16% of students are in the red band for phonological awareness. 1st grade - 15% of students are in the red band for phonological awareness. Not enough 2nd & 3rd graders completed the MAP fluency for progress monitoring. MAP reading and language usage data will be used to monitor 2nd & 3rd grade moving forward.</p> <p>1st grade teachers continue to monitor student progress in the area of phonics through CORE assessments</p> <p>All classrooms K-3 have a FUNdations resource area. There has been an increase in teachers using their say scripts and unit assessments in FUNdations.</p> <p>In learning walks students are becoming more aware of learning targets and are able to articulate their learning goal or I can statement. All teachers are using learning targets sometimes but only about half the teachers are using them consistently.</p> <p>https://musd-my.sharepoint.com/:x/g/personal/hthomson_musd_net/EfOriSpVc_JJnvlrM9z1_-toBQvh2TP1awHIKHcBoYP8eSA?e=VWVS9b</p>	<p>We will focus on rubrics to identify proficiency and teach students how to use rubrics to monitor their learning. This will be an area of focus for the 25-26 school year with dedicated PLC time and opportunities for professional development.</p> <p>Admin will continue to use Schoolwide Focus Rubric during learning walks to collect data to support student learning.</p> <p>We will continue to progress monitor through learning walks and coaching/training to ensure that we are using FUNdations with fidelity.</p> <p>In the 25-26 school year EL TOSAs will help support grade levels with understanding EL longitudinal reports & help build staff capacity with EL supports in the 4 domains that can be used during both designated and integrated ELD.</p>	<p>Continue</p>
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Progress Monitoring 25-26

SMART Goal 2

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Learning Targets and/or "I can" statements will be utilized in all classrooms to help students identify what is required for lesson mastery.	Admin/ILT - Learning Walks Monthly Number of classrooms where "I can" statements are visible. Percentage of students able to articulate what is required for lesson mastery.	30/41 rooms have "I can" statements visible in the classroom. Some Evidence of students being able to articulate the learning target. Learning walks 24-25 (50% of students)	Making Progress 30/41 rooms have "I can" statements visible in the classroom. 60% of students could articulate their learning target.			Time People
Grade level teams will meet monthly to work collaboratively by using the guiding questions to inform instruction by reviewing data, identifying student needs, and adjusting instructional practices as needed. Instructional Specialist will support K-1 Grade levels during their meetings. Admin will support grade levels 2-8 during their meetings.	PLC Agenda/ minutes review Percentage of agendas/minutes showing strong evidence of grade level teams using the guiding questions by reviewing data and identifying student needs.	Strong evidence Some evidence 80% No evidence 20%	Making Progress Strong Evidence 20% Some Evidence 80% No Evidence 0%			Time People
Grade levels will work together to create CFAs to determine student skill level on essential standards and use data to build and adjust lesson plans based on results.	PLC Agenda/ minutes review Percentage of agendas/minutes showing strong evidence of grade level teams creating CFA to identify student needs for small group and UDL support.	CFA Data in the fall % of agendas showing Strong evidence - 0 Some evidence - 60% No evidence - 40%	Making Progress CFA Data in the Winter % of agendas showing Strong evidence - 50%			Time People

			Some evidence - 12% No evidence - 38%			
An afterschool tutorial will be offered to students in the red band on MAP vocabulary (specifically homeless students) to support student learning and increase reading skills.	Pre/Post teacher created vocabulary assessment.	TBD: Number of students who showed growth between their pre/post test scores each trimester.	Action Ended We will not be offering afterschool tutoring for reading however in order to support 4th-8th grade students in the area of reading we have started using Just Words Tutorial during MUSTang Time.			Time People Money
Just Words Intervention will happen daily during MUSTang Time for 4th - 8th grade students who have been identified as having phonological deficiencies.	TOSWRF-2 Pre/Post Data	4th Grade: 12 Student in Just Words took the pre test 5 students are 1 grade level behind 3 students are 2 grade levels behind 5 students are 3 grade level behind 5/6th Grade: 14 students in Just Words took the pretest 2 students are 1 grade level behind 2 students are 2 grade levels behind 8 students are 3 grade levels behind	Making Progress Just Words 4th Grade 9/13 showed growth (Lang Usage) 7/13 showed growth (Reading) 5/6th Grade 8/14 showed growth (Lang Usage) 7/14 showed growth (Reading) 7/8th Grade 11/13 showed growth (Lang Usage) 8/13 showed growth (Reading)			

		<p>2 students are 4 grade levels behind 1 student is 5 grade levels behind</p> <p>7th/8th Grade: 13 students in Just Words took the pretest 2 students are 2 grade levels behind 1 student is 3 grade levels behind 5 students are 4 grade levels behind 5 students are 5 grade levels behind</p>				
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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p>Cycle 1: November 2024 Progress review of the SMART Goal - MAP reading scores for students in 3rd - 8th grade will decrease by 15% in the red and orange band by June of 2027.</p> <p>Just words intervention is being implemented in grades 4th-8th during MUSTang Time. There are 41 students currently participating in our Just Words intervention.</p> <p>Fall 23 to Fall 24 MAP reading indicates that grades 2-8 met growth targets.</p>	<p>Learning Walk data indicates that on average 41% of teachers are using "I can" statements or learning targets regularly in the classroom, but not all students are able to articulate the learning target or identify what proficiency looks like.</p> <p>Grade level pullout days have included the importance of collaborative conversations in classrooms and teachers have been given tools and strategies on how to use collaborative conversations to support student learning.</p> <p>Fall MAP reading growth report indicates that grades 2nd-8th grade have meet their growth target from Fall23-Fall24</p>	<p>Learning targets continue to be a schoolwide focus and practiced at staff meetings with the use of "I can" statements, opportunities for collaborative conversations, and rubrics to measure student understanding.</p> <p>Just Words Tutorials will continue during MUSTang Time and there will be learning walks to identify areas of strength and weakness during intervention time. Admin will continue</p>	Continue

	<p>Fall MAP reading achievement report indicates that overall Woodward is in the 51st percentile (40% of students continue to be below or far below national average.)</p> <p>3rd grade average achievement is 39th percentile, 4th grade average achievement 43 percentile, 5th grade average achievement 52nd percentile, 6th grade average achievement 51st percentile, 7th grade average achievement 51st percentile, 8th grade 56th percentile.</p> <p>After school tutorials have not started but Just Words for 4th-8th grade have begun during MUSTang Time. There are 41 students who are currently enrolled in Just Words. Instructional specialist has completed pre-test with each of the students. MAP data and end of the year TOSWRF-2 Post assessments will be used for post data.</p> <p>Data binder is available for review in Principal's office.</p>	<p>oversee PLC times.</p> <p>Topics will focus on areas of need.</p>	
<p>Cycle 2:</p> <p>March 2025 Progress review of the SMART Goal - MAP reading scores for students in 3rd - 8th grade will decrease by 15% in the red and orange band by June of 2027.</p> <p>Just words intervention is being implemented in grades 4th-8th during MUSTang Time. There are 41 students currently participating in our Just Words intervention.</p> <p>MAP Reading Fall 24-Winter 25: Grades 1, 4, 6, 8 grew at a higher rate than the school average. Kinder & 8th grade achieved at a higher level</p>	<p>ILT has created a GLM notes template that is starting to be implemented at all grade level meetings. ILT built a PLC rubric and a schoolwide focus rubric which progress monitors collaborative conversations, learning targets, and the use of rubrics.</p> <p>Grade level pullout days in the winter have focused on building "I can" statements tied to grade level standards with a proficiency rubric. Grade levels have built pre- & post-assessments to collect data on the identified standard in ELA or Math.</p> <p>Just Words is an intervention being used in 4th – 8th grade classrooms. When reviewing MAP data from Fall to Winter, it is noted that 7 out of 13 fourth graders have seen growth in their MAP reading data. 9 out of 13 fourth graders have seen growth in</p>	<p>Grade levels that have exceeded growth targets from fall to winter identified best practices. These will be shared at our next ILT meeting. In addition, ILT is working on how to utilize cooperative learning groups and reviewing the math workshop model. ILT work look for opportunities to support grade levels with additional professional development in these areas.</p> <p>Just Words Tutorials will continue during MUSTang Time and there will be learning</p>	

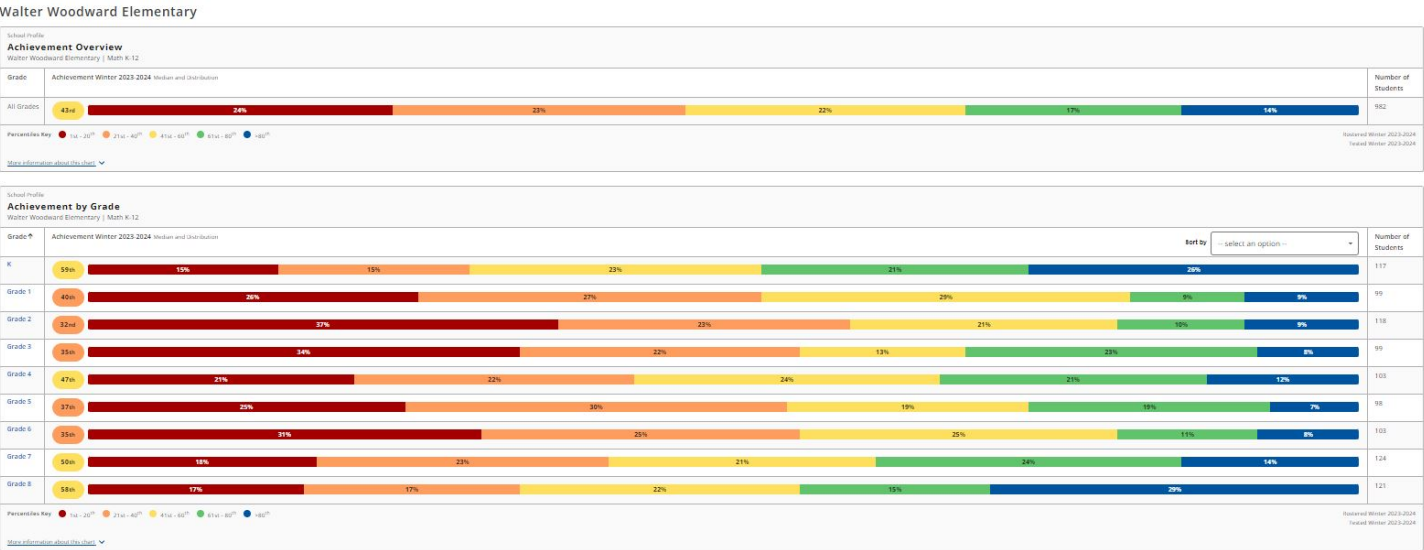
<p>than the school average. No grade levels met their growth target.</p> <p>MAP Language Usage Fall 24-Winter 25: Grades 4, 7, 8 all achieved and grew higher than the school average. Grades 4, 6, 7, 8 met their growth targets.</p>	<p>their MAP Language Usage data. 5th and 6th grade data show that 7 out of 14 students have shown growth in their MAP Reading data and 8 out of 14 have shown growth in their MAP Language Usage data. In Jr. high 8 out of 13 students have shown growth in their MAP reading data and 11 out of 13 have shown growth in their MAP Language Usage Data.</p>	<p>walks to identify areas of strength and weakness during intervention time.</p> <p>In March ILT will be working with ELD TOSAs to review student data and identify areas of growth for each of the 4 domains (reading, writing, listening, speaking).</p> <p>Admin will continue to use Schoolwide Focus Rubric during learning walks to collect data to support student learning.</p>	
<p>Cycle 3: May 2025 Progress review of the SMART Goal - MAP reading scores for students in 3rd - 8th grade will decrease by 15% in the red and orange band by June of 2027.</p> <p>MAP Reading Winter 2025 (Overall Achievement: 45 percentile) Red & Orange Bands 45% of students. YEAR 1 OUTCOMES: Increased overall achievement on MAP reading by 4 percentiles. Decreased the red & orange bands by 4% on MAP reading. Increased overall achievement on MAP language usage by 8 percentiles. Decreased red and orange bands on language usage by 6%</p>	<p>Overall, from Winter 23 to Winter 24 our school's growth with the 51st percentile for reading with two grade levels with less than 50th percentile growth (1st & 3rd grade). Overall, from Winter 23 to Winter 24 our school's growth was in the 63rd percentile for Language Usage. No other school grade levels are under the 50th percentile.</p> <p>There has been an increase in grade levels using learning targets, common formative assessments and CFAs however we will now focus on using the data to determine areas of strength and need. We will focus on determining if students can articulate their learning targets and if they are able to monitor their learning for proficiency.</p> <p>PLC agendas are more focused on student learning, but some grade levels are struggling with keeping the PLC meetings focused on the 4 questions. Administration and IS will create a plan to support the grade levels with the highest need. This will include analyzing data, picking next steps, and monitoring</p>	<p>We will focus on rubrics to identify proficiency and teach students how to use rubrics to monitor their learning. This will be an area of focus for the 25-26 school year with dedicated PLC time and opportunities for professional development.</p> <p>Admin will continue to use Schoolwide Focus Rubric during learning walks to collect data to support student learning.</p> <p>In the 25-26 school year EL TOSAs will help support grade levels with understanding EL longitudinal reports & help build staff capacity with EL supports in the 4 domains that can be used during both</p>	

	progress of students individually and as a grade level.	designated and integrated ELD.	
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Progress Monitoring 25-26

Progress Monitoring

Data





Student Growth Summary Report

Aggregate by School

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

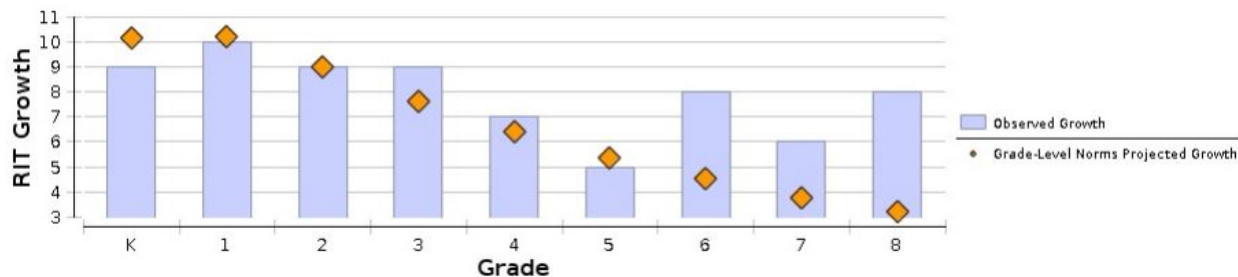
Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2023 - Winter 2024
Weeks of Instruction: Start - 4 (Fall 2023)
End - 20 (Winter 2024)
Grouping: None
Small Group Display: No

Walter Woodward Elementary

Math: Math K-12

		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	107	144.5	12.4	82	153.1			10.7	72	9					0.7	10.2	-1.21	11	107	46	43	36
		1	91	155.1	12.0	20	165.1			13.7	20	10					0.9	10.2	-0.14	44	91	42	46	43
		2	111	167.4	12.3	9	176.7			13.7	11	9					0.7	9.0	0.23	59	111	55	50	45
		3	96	182.4	14.2	15	191.1			13.5	21	9					0.7	7.6	0.92	82	96	57	59	56
		4	99	197.2	12.0	36	203.9			13.2	38	7					0.7	6.4	0.25	60	99	57	58	54
		5	93	205.5	13.1	31	210.6			13.5	30	5					0.7	5.4	-0.20	42	93	43	46	45
		6	100	205.6	10.8	12	213.2			13.2	22	8					0.7	4.5	2.46	99	100	65	65	65
		7	121	216.9	15.0	35	223.2			15.4	46	6					0.7	3.7	2.18	99	121	79	65	59
		8	117	223.8	16.7	45	231.8			18.5	65	8					0.9	3.2	3.49	99	117	85	73	75

Math: Math K-12



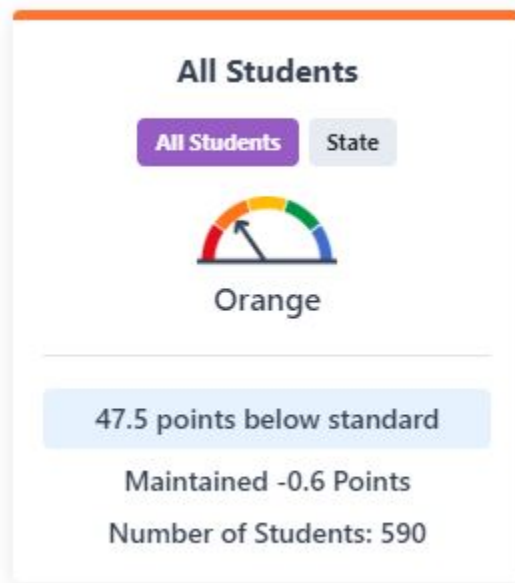
Mathematics Indicator - Student Group Five-by-Five Placement

[View District Placement](#)

Reporting Year: Select a Report:

[View Detailed Data](#)

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



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

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

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

Data Analysis

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

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

Student Need 2:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Learning Targets and/or "I can" statements will be utilized in all classrooms to help students identify what is required for lesson mastery.	Admin/ILT - Learning Walks Monthly Number of classrooms where "I can" statements are visible. Percentage of students able to articulate what is required for lesson mastery.	30/41 rooms have "I can" statements visible in the classroom. Some Evidence of students being able to articulate the learning target. Learning walks 24-25 (50% of students)	Making Progress 30/41 rooms have "I can" statements visible in the classroom. 60% of students could articulate their learning target.			Time People
Grade level teams will meet monthly to work collaboratively by using the guiding questions to inform instruction by reviewing data, identifying student needs, and adjusting instructional practices as needed. Instructional Specialist will support primary levels during their meetings. Admin may support any grade levels during their meetings.	PLC Agenda/ minutes review Percentage of agendas/minutes showing strong evidence of grade level teams using the guiding questions by reviewing data and identifying student needs.	Strong evidence Some evidence 80% No evidence 20%	Making Progress Strong Evidence 20% Some Evidence 80% No Evidence 0%			Time People
Grade Levels will incorporate the math practices	Admin/ILT - Learning Walks Monthly	% of classrooms that have the	Making Progress			Time People

and thinking strategies in their lessons.	<p>Percentage of classrooms where math thinking strategies are visible in lessons being taught.</p> <p>Percentage of students able to articulate what thinking strategy they are using in the lesson.</p>	<p>math thinking strategies being used in the lesson visible for students. Average (August-October)</p> <p>4% of classrooms - No Evidence 35% of classrooms - Some Evidence 61% of classrooms - Sufficient Evidence</p> <p>Learning walks 24-25: Some Evidence of students being able to articulate the learning target. Learning walks 24-25 (50% of students)</p>	<p>% of classrooms that have the math thinking strategies being used in the lesson visible for students.</p> <p>5% of classrooms - No Evidence 25% of classrooms - Some Evidence 70% of classrooms - Sufficient Evidence</p> <p>60% of students could articulate their learning target.</p>			
Use Grade Level Common Formative Assessments to determine student gap to plan for tier 1 & 2 instruction in math.	Grade Level PLC Data - PLC Data used to determine how	4 grade levels are using CFAs	<p>Making Progress</p> <p>CFA Data in the Winter % of agendas showing Strong evidence - 50% Some evidence - 12% No evidence - 38%</p>			Time People
Academic incentive: students will attend an after-school activity if they meet their math growth target each trimester.	Number of students meeting criteria to attend event.	54.9% student met Criteria Fall 23-24 growth	<p>Making Progress</p> <p>66% of students met their growth target for Winter</p>			Time People Money

Students in the red on Math MAP will be offered after school skills tutorial to support basic math skills. (Focus: Operations & Algebraic Thinking)	Teacher created pre-/post- assessments focused on operations & algebraic thinking.	Currently 20% of students are in the red band & 24% of students in the orange band.	Making Progress Winter MAP 18% red, 23% orange			Time Money People
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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p>Cycle 1: November 2024 Progress review of the SMART Goal - Schoolwide we will increase math proficiency. This will be measured by MAP & CAASPP Data. Our students will perform at the 50th percentile or above in MAP Math and move from the orange to yellow on CAASPP Math.</p> <p>Fall MAP data achievement scores indicate that 20% of students overall are in the red band and 24% of students are in the orange band.</p> <p>Fall-23-Fall 24 growth shows that grades 3-8 met their annual growth target. Grades 2 & 3 did not.</p>	<p>Learning Walk data indicates that on average 41% of teachers are using "I can" statements or learning targets regularly in the classroom, but not all students are able to articulate the learning target or identify what proficiency looks like.</p> <p>Grade level pullout days have included the importance of collaborative conversations in classrooms and teachers have been given tools and strategies on how to use collaborative conversations to support student learning.</p> <p>Fall MAP data achievement scores indicate that 20% of students overall are in the red band and 24% of students are in the orange band.</p> <p>Fall-23-Fall 24 growth shows that grades 3-8 met their annual growth target. Grades 2 & 3 did not.</p> <p>Currently there are no after school tutorials in place. 3rd grade teachers have indicated that they would be willing to run a math tutorial focused on Operations and Algebraic thinking.</p> <p>Jr. High teachers are platooning students based on math proficiency levels to build skills during MUSTang Time.</p>	<p>ILT team met to discuss the importance of calibrating student learning targets, collaborative conversations, and rubrics. The ILT team built a rubric to help support student learning and teacher understanding of how to support students in the classroom using our schoolwide focus areas. These rubrics will be shared with staff at the next grade level meeting.</p>	Continue

	Data binder is available for review in Principal's office.		
<p>Cycle 2: March 2025 Progress review of the SMART Goal - Schoolwide we will increase math proficiency. This will be measured by MAP & CAASPP Data. Our students will perform at the 50th percentile or above in MAP Math and move from the orange to yellow on CAASPP Math.</p> <p>MAP Math Achievement: Winter 25 – 51st percentile Winter MAP data achievement scores indicate that 13% of students overall are in the red band and 23% of students are in the orange band. There has been an overall decrease of the red and orange bands by 2%.</p> <p>Grade levels that met their growth target: 2, 3, 4, 6, 7, 8</p>	<p>ILT has created a GLM notes template that is starting to be implemented at all grade level meetings. ILT built a PLC rubric and a schoolwide focus rubric which progress monitors collaborative conversations, learning targets, and the use of rubrics.</p> <p>Grade level pullout days in the winter have focused on building “I can” statements tied to grade level standards with a proficiency rubric. Grade levels have built pre- & post-assessments to collect data on the identified standard in ELA or Math.</p> <p>3rd grade math tutorial began in January. Students who are on the bubble in the red and orange bands were invited to participate in the tutorial. 18 students are currently enrolled.</p> <p>1st grade, 2nd grade, 3rd grade, 4th grade, 6th grade, & Jr. High teachers are platooning students based on math proficiency levels to build skills during MUSTang Time. Data binder is available for review in Principal's office.</p> <p>Woodward's 5th grade teachers asked to meet with another school whose 5th grade math scores were showing high achievements to participate in their PLC time to collaborate and identify action items. Our teachers will be able to connect with Veritas 5th grade for PLC time in February.</p>	Grade levels that have exceeded growth targets from fall to winter identified best practices. These will be shared at our next ILT meeting. In addition, ILT is working on how to utilize cooperative learning groups and reviewing the math workshop model. ILT will look for opportunities to support grade levels with additional professional development in these areas.	Continue
<p>Cycle 3: May 2025 Progress review of the SMART Goal - Schoolwide we will increase math proficiency. This will be measured by MAP & CAASPP Data. Our students will perform at the 50th percentile or above in MAP</p>	Overall, from Winter 23 to Winter 24 our school's growth is 62nd percentile for math with one grade level with less than 50th percentile growth (1st grade). Overall, our school's achievement in winter 24 in the 49th percentile. This is a 6 percent increase from the previous year.	We will focus on rubrics to identify proficiency and teach students how to use rubrics to monitor their learning. This will be an area of focus for the 25-26 school year with dedicated PLC time and	Continue

<p>Math and move from the orange to yellow on CAASPP Math.</p> <p>MAP Math Winter 2025 (Overall: 48 percentile) Red & Orange Bands 44% of students. YEAR 1 OUTCOMES: Increased overall achievement on MAP Math by 5 percentiles. Decreased the red & orange bands by 3% on MAP Math.</p>	<p>There has been an increase in grade levels using learning targets, common formative assessments and CFAs however we will now focus on using the data to determine areas of strength and need. We will focus on determining if students can articulate their learning targets and if they are able to monitor their learning for proficiency.</p> <p>PLC agendas are more focused on student learning, but some grade levels are struggling with keeping the PLC meetings focused on the 4 questions. Administration and IS will create a plan to support the grade levels with the highest need. This will include analyzing data, picking next steps, and monitoring progress of students individually and as a grade level.</p>	<p>opportunities for professional development.</p> <p>Admin will continue to use Schoolwide Focus Rubric during learning walks to collect data to support student learning.</p> <p>ILT will revisit mathematical practices and thinking strategies. We will build a schedule of monthly focus areas including tips/tricks to support classroom implementation in math and across other subject areas.</p> <p>PEBC will be working with our kindergarten, 1st grade, and 2nd grade teams to support the development of the math workshop model.</p>	
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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

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

Climate

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

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

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

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

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

2022-23 Chronic Absenteeism by Student Group

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

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

[View District Placement](#)

Reporting Year: 2023 Select a Report: 5x5 Chronic Absenteeism Placement Report (Grades K-8)

[View Detailed Data](#)

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

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

Data Analysis

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

Student Need 1:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Families will receive educational information about the importance of school attendance through newsletters, pamphlets, banners, etc. to	Communication with families will be used for attendance education through schoolwide newsletters and pamphlets to families with high absence rates.	Number of Attendance Pamphlets distributed. 114 sent Number of newsletters highlighting attendance.	Making Progress Number of Attendance Pamphlets distributed. 134 sent 7/12 Newsletters			Time People

support their understanding of the importance of good attendance.	Number of Attendance Pamphlets distributed. Number of newsletters highlighting attendance.	5/12 Newsletters highlighted the importance of attendance.	highlighted the importance of attendance			
Outreach Assistant will work with chronically absent students to decrease absenteeism through educational literature, student incentives, calls/emails with families.	Q Attendance - Chronic Absenteeism monitored monthly to identify if students are improving attendance and monitor grade level attendance over all.	# of Chronically Abs# of Chronically Absent Students K- 29 1st - 16 2nd -24 3rd - 19 4th - 12 5th - 7 6th - 14 7th - 13 8th - 13	Making Progress # of Chronically Abs# of Chronically Absent Students K- 28 1st - 19 2nd -13 3rd - 16 4th - 12 5th - 16 6th - 10 7th - 18 8th - 15			Time People Money
Vice Principal will work with the attendance clerk to monitor student attendance. VP will work with the COST team to ensure supports are in place. Tier 2 students who continue to have poor attendance will be referred SARB. SARB Referral Process will be followed.	Q Attendance - T Letters will be used to track communication through the SARB process in order to support families in absenteeism awareness.	T-1 Letters Sent: 342 T-2 Letters Sent: 114 T-3 Letters Sent: 33 Excessive Absence Letters Sent: 144 Pre-Medical Letters Sent: 72	Making progress T-1 Letters Sent: 288 T-2 Letters Sent: 134 T-3 Letters Sent: 35 Excessive Absence Letters Sent: 109 Pre-Medical Letters Sent: 21			Time Money People
Attendance incentive: chronically absent students will attend an after-school activity if they attended at least 90% of the school days within a trimester (fall-winter-spring).	Chronically absent students who come to school at least 90% of the trimester.	Trimester 1 # of chronically absent students who have reached the 90% attendance goal: 3 students/20 students	Making progress Trimester 2 # of chronically absent students who have reached the 90% attendance goal: 4/20			Time Money People

Valley Community Counseling will support chronically absent students through social groups if they have been identified as struggling to attend school due to anxiety.	Outreach Assistant Data will be used to identify and recommend students for social groups due to absenteeism.	There were 20 students that were identified as our highest absenteeism students at the end of the 23/24 school. 24/25 school yearT-1: 3 students - excellent attendance 6 students - no longer at WW 1 student - VCC services 1 student - referred to VCC 9 students - OA is tracking attendance	Making Progress There were 20 students that were identified as our highest absenteeism students at the end of the 23/24 school. 24/25 school yearT-1: 4 students - excellent attendance 6 students - no longer at WW 1 student - VCC services 1 student - referred to VCC 8 students - OA is tracking attendance			Time People
Enrichment opportunities will be promoted and provided during and after the school day to encourage positive school attendance.	Q Attendance will be tracked the day of events.	99 students for T-1 Perfect attendance breakfast During enrichment opportunities average daily attendance will be compared to that day's attendance.	70 students for T-2 perfect attendance breakfast.			Time Money People
Jr. High Electives will be high interest and students will have the opportunity to take a variety of classes including electives that meet VAPA standards.	Students Enrolled in VAPA Class will take a survey at the end of the the year on skills learned in the class	Student Enrollment in Prop 28 funded class: 8 Students T-1 Survey Results: 72% of students are more interested in music after taking choir.	Making progress EOY Results 83% of students are more interested in music after taking choir. 83% are more aware of proper singing techniques.			Time People Money

		82% are more aware of proper singing techniques. 82% have a better understanding of elements of music	83% have a better understanding of elements of music			
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Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p>Cycle 1: November 2024 Progress review of the SMART Goal - By June of 2027 Woodward's overall Chronic Absenteeism will decrease by 15%.</p> <p>Our 3-year data trend shows improvement in overall ADA from 22/23-23/24 however for Trimester 1 of the 24/25 school year shows a decline of 0.4%.</p>	<p>In looking at our current attendance trends our ADA for trimester 1 is 94.95% this is a 0.4% decrease from last school year. Overall kindergarten has the lowest ADA in the school at 93.11% and our highest ADA is in 8th grade at 96.03%.</p> <p>Students in 3rd and 4th grade on a SARB contracts were invited to participate in Elevate coaching for 12 weeks. Of the seven students participating in the first trimester 3 have shown significant improvement in attendance and 4 students attendance continues to be a concern.</p> <p>Attendance clerk and VP meet weekly to review attendance concerns of specific students and work with the Outreach Assistant to support students. This year we have implemented a system where we hold a SART meeting for all students who have a T-2 letter due to attendance. We have had 13 SART meetings through November. 6 parents attended SART meetings. One of six students' attendance significantly improved after the SART meeting. The other 12 meetings took place in the last two weeks. Their progress will continue to be monitored. There is an additional 25 SARTs scheduled for the month of December.</p>	<p>In order to address consistent absenteeism issues our Outreach Assistant is reviewing 3 years of attendance data (grade & ethnicity) to identify trends so that we can build a plan to support chronically absent students. This includes working with Valley Community Counseling, COST, & PBIS. In addition, families of students who are chronically absent will be invited to participate in Parent Cafe starting in January.</p>	Continue

	Data binder is available for review in Principal's office.		
<p>Cycle 2: March 2025 Progress review of the SMART Goal - By June of 2027 Woodward's overall Chronic Absenteeism will decrease by 15%.</p> <p>SARBs – 3 students who have SARB packets sent off to Student Services. SARTs – 51 families met with VPs for Student Attendance Review Team.</p> <p>School Attendance in the month of January 93.71% December Attendance: Overall attendance 93.74% (4th and 8th were over 95% for the month) Kindergarten continues to be the lowest ADA for the school year.</p>	<p>Attendance Interventions- Check-In/Check-Out- Four students who have had attendance issues throughout the academic school year 24-25 showed an increase of their attendance. Students are set up with a staff member that Check-In/Check-Out with students daily to promote accountability, responsibility, and consistent attendance.</p> <p>Elevate- Students who were selected to participate in Elevate were our SARB and Foster students for the Fall Elevate schedule. We have selected four 3rd grade students and three 4th grade students. Three students out of the seven experienced consistent attendance. Four students continue to struggle with their attendance.</p> <p>Parent Café – 37 families have been invited to attend parent café. All students who have 15% or more missed school days from August – December have been invited to our Parent Café in January.</p> <p>Incentive Chart- Twenty students have weekly check-ins with our attendance liaison up until January. Thirteen students have shown growth towards their attendance. Seven students have had no improvements with their attendance.</p> <p>Home Visits- Walter Woodward conducts home visits to families that have barriers from attending school on a regular basis. Students</p> <p>NTIs- Kindergarten has had three NTIs throughout the year being sent out to families about attendance. 2 NTIs went out schoolwide.</p>	<p>In order to address chronic absenteeism our Outreach Assistant is reviewing student attendance daily. Every 3 weeks the chronic absenteeism report is pulled and reviewed for any changes. Outreach Assistant works with attendance clerk and VP to review the data and communicate with families. To strategically support students with attendance issues Outreach Assistant works with school nurse and COST team to identify supports and data collection.</p> <p>Parent Cafe has been discontinued at Woodward due to low enrollment.</p>	Continue

	<p>School Newsletter has an article about the importance of attendance monthly.</p> <p>Data binder is available for review in Principal's office.</p>		
<p>Cycle 3: May 2025 Progress review of the SMART Goal - By June of 2027 Woodward's overall Chronic Absenteeism will decrease by 15%.</p> <p>As of April 14th, we have met and exceeded our goal of having 14.63% or less students chronically absent by 0.81%. Currently our overall chronic absenteeism rate is at 13.82%.</p>	<p>As of April 14th, we have met and exceeded our goal of having 14.63% or less students chronically absent by 0.81%. Currently our overall chronic absenteeism rate is at 13.82%.</p> <p>Elevate- Students who were selected to participate in Elevate were our SARB and Foster students for the Fall Elevate schedule. We have selected four 3rd grade students and three 4th grade students. Three students out of the seven experienced consistent attendance. Four students continue to struggle with their attendance.</p> <p>Incentive Chart- Twenty students have weekly check-ins with our attendance liaison up until January. Thirteen students have shown growth towards their attendance. Seven students have had no improvements with their attendance.</p> <p>Home Visits- Walter Woodward conducts home visits to families that have barriers from attending school on a regular basis. Students</p> <p>NTIs- Kindergarten has had three NTIs throughout the year being sent out to families about attendance. 2 NTIs went out schoolwide.</p> <p>School Newsletter has an article about the importance of attendance monthly.</p> <p>Data binder is available for review in Principal's office.</p>	<p>We will continue weekly meetings w/admin & attendance clerks. Identify focus grade levels or groups of students who have higher absenteeism rates and build communication systems to support with the help of our Outreach Assistant.</p> <p>Any student who misses 3 days in a row and our office has not been able to get ahold of the family; admin will make a home visit.</p>	

Progress Monitoring 25-26

SMART Goal 2

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Outreach assistant will work with families of students who are two or more races and chronically absent through education, incentives, and addressing barrier so students are attending school more regularly to decrease absenteeism rates.	Q attendance - Chronically absent	10 students of 2 or more races are considered chronically absent.	Goal not met 13 students of 2 or more races are considered chronically absent.			Time Money People
Outreach assistant will work with families of students who of Asian descent and chronically absent through education, incentives, and addressing barrier so students are attending school more regularly to decrease absenteeism rates.	Q attendance - chronically absent	32 students of Asian descent are considered chronically absent.	Making Progress 26 students of Asian descent are considered chronically absent			Time Money People
Parents of Chronically absent students will be invited to participate in our Parenting Partners Workshop.	Parenting Partners sign in sheets.	0 of Parents of chronically absent students who Participate in the workshop.	Discontinued. Not using parenting partners.			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
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<p>Cycle 1: November 2024 Progress review of the SMART Goal - Students of two or more races & students of Asian descent that are chronically absent will decrease by 20% by June of 2027.</p> <p>Currently we have 4 students of two or more races that are more than 15% absent for Aug-Nov. and another 9 students that have about 10% absences.</p> <p>Currently we have 10 students of Asian descent that have are more than 15% absent and another 17 students that are around 10% absent.</p>	<p>In reviewing current trends, we have identified 8 students in 3rd or 4th grade who are two or more races or of Asian descent that are at risk for being labeled chronically absent for the 24-25 school year. These students will be invited to participate in Elevate Coaching for 12 weeks. This program is to support student confidence and build relationships.</p> <p>SART Meetings will be scheduled with individuals who are over the 15% absence threshold and will coincide with T-2 meetings. There are 25 SARTs scheduled for December.</p> <p>Data binder is available for review in Principal's office.</p>	<p>The vice principal and Outreach Assistant will be meeting/calling each of the families on the list to review attendance expectations, identify needs/supports.</p> <p>The Vice Principal will work with VCC to create attendance/study skills groups for 6 sessions during MUStang Time.</p>	Continue
<p>Cycle 2: March 2025 Progress review of the SMART Goal - Students of two or more races & students of Asian descent that are chronically absent will decrease by 20% by June of 2027.</p> <p>Currently we have 4 students of two or more races that are more than 15% absent for Aug - Feb. and another 11 that have between 10-14% absences.</p> <p>Currently we have 13 students of Asian descent that have are more than 15% absent and another 20 students that are around 10% absent from Aug-Feb.</p>	<p>Attendance Interventions- Check-In/Check-Out- Four students who have had attendance issues throughout the academic school year 24-25 showed an increase of their attendance. Students are set up with a staff member that Check-In/Check-Out with students daily to promote accountability, responsibility, and consistent attendance.</p> <p>Elevate- Students who were selected to participate in Elevate were our SARB and Foster students for the Fall Elevate schedule. We have selected four 3rd grade students and three 4th grade students. Three students out of the seven experienced consistent attendance. Four students continue to struggle with their attendance.</p> <p>Parent Café – 37 families have been invited to attend parent café. All students who have 15% or more missed school days from August – December have been invited to our Parent Café in January.</p>	<p>In order to address chronic absenteeism our Outreach Assistant is reviewing student attendance daily. Every 3 weeks the chronic absenteeism report is pulled and reviewed for any changes. Outreach Assistant works with attendance clerk and VP to review the data and communicate with families. To strategically support students with attendance issues Outreach Assistant works with school nurse and COST team to identify supports and data collection.</p> <p>Outreach Assistant will monitor and support those students between 10-15% absences that are two or more races or of Asian descent for the</p>	Continue

	<p>Incentive Chart- Twenty students have weekly check-ins with our attendance liaison up until January. Thirteen students have shown growth towards their attendance. Seven students have had no improvements with their attendance.</p> <p>Home Visits- Walter Woodward conducts home visits to families that have barriers from attending school on a regular basis. Students</p> <p>NTIs- Kindergarten has had three NTIs throughout the year being sent out to families about attendance. 2 NTIs went out schoolwide.</p> <p>School Newsletter has an article about the importance of attendance monthly.</p> <p>Data binder is available for review in Principal's office.</p>	remainder of the school year.	
<p>Cycle 3: May 2025 Progress review of the SMART Goal - Students of two or more races & students of Asian descent that are chronically absent will decrease by 20% by June of 2027.</p> <p>13 students of two or more races & 26 students of Asian descent are considered Chronically absent.</p>	<p>As of April 14th, we have met and exceeded our goal of having 14.63% or less students chronically absent by 0.81%. Currently our overall chronic absenteeism rate is at 13.82%.</p> <p>Elevate- Students who were selected to participate in Elevate were our SARB and Foster students for the Fall Elevate schedule. We have selected four 3rd grade students and three 4th grade students. Three students out of the seven experienced consistent attendance. Four students continue to struggle with their attendance.</p> <p>Incentive Chart- Twenty students have weekly check-ins with our attendance liaison up until January. Thirteen students have shown growth towards their attendance. Seven students have had no improvements with their attendance.</p> <p>Home Visits- Walter Woodward conducts home visits to families that</p>	<p>We will continue weekly meetings w/admin & attendance clerks. Identify focus grade levels or groups of students who have higher absenteeism rates and build communication systems to support with the help of our Outreach Assistant.</p> <p>Any student who misses 3 days in a row and our office has not been able to get ahold of the family; admin will make a home visit.</p>	

	<p>have barriers from attending school on a regular basis. Students</p> <p>NTIs- Kindergarten has had three NTIs throughout the year being sent out to families about attendance. 2 NTIs went out schoolwide.</p> <p>School Newsletter has an article about the importance of attendance monthly.</p> <p>Data binder is available for review in Principal's office.</p>		
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Progress Monitoring 25-26

Progress Monitoring

Data

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

[View District Placement](#)

Reporting Year: 2023 ▼ Select a Report: 5x5 Suspension Rate Placement Report (Grades K-12) ▼

[View Detailed Data](#)

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

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

Data Analysis

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

Student Need 2:

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

SMART Goal 1

Students with two or more suspensions will decrease by 10% by June of 2027.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
There will be continued PBIS training for teachers to support students and building a positive school climate with clear expectations.	Teacher Survey will identify teacher comfort level with implementing PBIS strategies. Teacher surveyed to identify areas of needed PD.	Teacher Survey indicated the certificate staff overall have a 4.3/5.0 confidence in schoolwide expectations and teaching strategies. Teacher Requested Workshops: 21 teachers want more support with SEL lessons. 10 teachers want more support with systems to	Making Progress Staff Interviews: 100% of staff knew your behavior expectations 100% of staff have taught your behavior expectations 100% of staff have given out Mustang Bucks for acknowledging desired behavior expectations			Time Money People

		<p>reward with Mustang Bucks</p> <p>7 teachers want support with PBIS lessons.</p> <p>13 teachers want more support with handling student situations.</p>				
There will be continued PBIS training for students - MUSTang Round Up, student lessons, PBIS assemblies.	Student Surveys will be used to monitor student understanding of the rules, areas of concern, and recommended supports needed to help students focus on being safe, responsible, and respectful.	<p>Student Survey:</p> <p>100% of students knew site expectations</p> <p>60% of students said they received Mustang Bucks in the last month.</p>	<p>Making Progress</p> <p>Student Survey:</p> <p>100% of students knew site expectations</p> <p>70% of students said they received Mustang Bucks in the last month.</p>			Time People
CICO System will be used for students with multiple suspensions.	CICO Data will monitor students' behavior to identify if there is a reduction in behavior incidents and severity.	2 students currently on CICO. Both students have had a decrease in incidents and severity.	<p>Making Progress</p> <p>16 students</p>			Time People
ILT will review behavior data to identify students who have been suspended to monitor and create action plans of support school wide.	<p>Q Data - ILT team will review student incidents regularly to identify areas of need on campus and work with our PBIS team to build supports.</p> <p>Staff Survey with Learning Walk Data to identify implementation of PBIS expectations.</p>	<p>Q Discipline Data:</p> <p>34 students have been suspended as of April 2024.</p> <p>Staff Survey Learning Walk Info:</p> <p>100% of staff knew school expectations (Be Safe, Be Responsible, Be Respectful)</p>	<p>Goal not met</p> <p>Q Discipline Data:</p> <p>23 students have been suspended as of April 2025.</p> <p>100% of classrooms observed showed the Physical Structure/Layo ut is designed</p>			Time People

		<p>100% of staff taught site expectations. 80% of staff have given out Mustang Bucks for acknowledging desired behavior. 75% of classrooms observed had site expectations posted. 100% of classrooms observed had AT LEAST 3 evidence-based classroom practices.</p>	<p>to be effective for all students</p> <p>50% of classrooms observed showed Predictable Classroom Routines are developed and taught</p> <p>50% of classrooms observed had Classroom Expectations posted</p> <p>100% of classrooms observed reflected Active Supervision & Foster Positive Relationships (Scanning, moving, interacting with and use of student names)</p> <p>Zero % of classrooms observed showed Relevant (SEL) Instruction (Use of explicit instruction of social, emotional, behavioral and academic skills)</p> <p>80% of classrooms observed showed Acknowledgement (Use of behavior</p>			
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			specific praise, 5:1 ratio of BSP statements, evidence of formal acknowledgment system)			
Parents of students who have two or more suspensions will be invited to participate in our Parenting Partners Workshop.	<p>Parent invitations will be sent to families before the first session in the fall.</p> <p>Parenting Partners sign in sheets will be used to identify families of student with two or more suspension have.</p>	<p>Percentage of Parents of students who have two or more suspensions who are invited to participate in the workshop in the fall. 0%</p> <p>Percentage of Parents of students who have two or more suspensions who participate in the workshop in the fall.</p> <hr/>	We do not have parenting partners on our campus this year.			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
<p>Cycle 1: November 2024 Progress review of the SMART Goal - Students with two or more suspensions will decrease by 10% by June of 2023.</p> <p>As of November, we have no individuals with multiple suspensions.</p> <p>6th grade has the highest incident rates for suspension with 4</p>	<p>As of November 2024, we have 10 total suspensions at Woodward. We have no individuals with multiple suspensions. The incidents include fighting, threatening, possession of drugs, and unsafe behavior.</p> <p>All students who were suspended have been offered Valley Community Counseling and met with admin for a re-entry plan. Other supports/interventions for these students included, CICO, SSA buddy,</p>	Vice Principal will be meeting with our counselors to build a conflict-resolution lesson and push into 6th grade classrooms to work with students.	Continue

suspensions in that grade level.	restorative conversations, or alternative recess schedule. Data binder is available for review in Principal's office.		
<p>Cycle 2: March 2025 Progress review of the SMART Goal - Students with two or more suspensions will decrease by 10% by June of 2023.</p> <p>From August through February, we a total of 15 suspension and have no individuals with multiple suspensions.</p> <p>6th grade has the highest incident rates for suspension with 7 suspensions in that grade level.</p>	<p>Walter Woodward Elementary has had 15 suspensions from August 2024 through February 2025. Eight of the fifteen suspensions are students who are African American. One of the students suspended has special education services and another student is classified as a foster student. There have been no students with re-occurring suspensions from August through February.</p> <p>Interventions Used:</p> <p>Restorative Practices- Restorative practices have been implemented with resolving conflicts and mediating students to take accountability on working out difficult conversations with a staff member present. Dr Allender does monthly visits to our school to assist our staff in creating restorative practices within their strategies tool belt.</p> <p>PBIS Newsletter / Staff PBIS – Parents receive a Winter Newsletter in which we inform parents the importance of building a community that fosters student safety, being responsible, and being respectful. Parents are informed on our student incentives, Mustang Bucks, and PBIS monthly focuses. Our staff puts out a monthly newsletter in which a new restorative practice is highlighted, our PBIS monthly focus is shown, school wide trends are shown to our staff, and a staff member is recognized for their hard work incorporating PBIS focuses on our campus.</p> <p>BASE SEL- 6th – 8th Teachers were trained how to use BASE SEL for conflict managements. All of 6th grade have</p>	<p>In order to continue to support student behaviors administration will be visible on campus working with different student groups during arrival/dismissal, recess, and lunch while utilizing their mobile carts. Our PBIS Team will continue to review school wide data for trends and identify possible supports. Our COST Team will continue to monitor our tier 2 students.</p> <p>Parent Climate Survey: January 2025 99 parents participated in the survey. Parents identified strengths as being that students get along well, students feel a sense of belonging, the campus is kept clean and welcoming, parents are aware of school rules, office staff support, counseling support, and admin support. An area of growth identified by parents is proper yard supervision.</p> <p>Based on parent feedback administration will be setting up professional development training to support SSAs in their role.</p>	Continue

	<p>implemented BASE SEL within their SEL instruction. Three Jr. High Teachers are currently using BASE SEL out of the eight teachers.</p> <p>Reflection Sheets- Students complete reflection sheets to address conflicts that have occurred throughout the school day. Students have conversations with staff members to address behaviors.</p> <p>VCC Lessons / Conflict Resolution- (Social Groups) – We will have Valley Community Counseling push in classrooms for 6th grade to work on conflict resolutions. VCC will create lesson plans that address the behaviors that are impacting the 6th grade.</p>		
<p>Cycle 3: May 2025 Progress review of the SMART Goal - Students with two or more suspensions will decrease by 10% by June of 2023.</p> <p>As of April 2025, there have been a total of 23 suspensions and no repeat suspensions.</p>	<p>Walter Woodward Elementary has had 23 suspensions from August 2024 through April 2025. There have been no students with re-occurring suspensions from August through April.</p> <p>Adim have rolling carts to help be present and visible on campus throughout the school day strategically positioning ourselves in areas that are current hot spots.</p> <p>Interventions Used:</p> <p>Restorative Practices- Restorative practices have been implemented with resolving conflicts and mediating students to take accountability on working out difficult conversations with a staff member present. Dr Allender does monthly visits to our school to assist our staff in creating restorative practices within their strategies tool belt.</p> <p>PBIS Newsletter / Staff PBIS – Parents receive a Winter Newsletter in which we inform parents the importance of building a community that fosters student safety, being responsible, and</p>	<p>We have met our 3-year goal. We will discontinue this goal and write a new goal with a new baseline.</p>	<p>End</p>

	<p>being respectful. Parents are informed on our student incentives, Mustang Bucks, and PBIS monthly focuses. Our staff puts out a monthly newsletter in which a new restorative practice is highlighted, our PBIS monthly focus is shown, school wide trends are shown to our staff, and a staff member is recognized for their hard work incorporating PBIS focuses on our campus.</p> <p>BASE SEL- 6th – 8th Teachers were trained how to use BASE SEL for conflict managements. All of 6th grade have implemented BASE SEL within their SEL instruction. Three Jr. High Teachers are currently using BASE SEL out of the eight teachers.</p> <p>Reflection Sheets- Students complete reflection sheets to address conflicts that have occurred throughout the school day. Students have conversations with staff members to address behaviors.</p> <p>VCC Lessons / Conflict Resolution- (Social Groups) – We will have Valley Community Counseling push in classrooms for 6th grade to work on conflict resolutions. VCC created & delivered lesson that address the behaviors that are impacting the 6th grade.</p> <p>SSAs have received additional training to support positive behaviors on campus.</p>		
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Progress Monitoring 25-26

SMART Goal 2

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
<p>Behavior Specialist will support SPED students with behavior needs.</p> <p>SPED students with suspensions will be monitored through Data Collection to identify antecedents and needed supports to reduce occurrence of suspension.</p>	Q Behavior - Suspension Data Data will monitor students' behavior to identify if there is a reduction in behavior incidents and severity.	7 SPED students have been suspended in 23-24 as of March 23, 2024	<p>Goal Met</p> <p>1 SPED student has been suspended in 24-25 as of April 30, 2025</p>			Time People
BIP or behavior goals will be added to IEPs for students who require behavior supports.	Q Behavior Data Data will monitor students' behavior to identify if there is a reduction in behavior incidents and severity.	7 SPED students have been suspended in 23-24 as of March 23, 2024	<p>Goal met</p> <p>1 SPED student has been suspended in 24-25 as of April 30, 2025</p>			Time People
<p>Parents of students who have special education services and have been suspension will be invited to participate in our Parenting Partners Workshop.</p>	<p>Parent invitations will be sent to families before the first session in the fall.</p> <p>Parenting Partners sign in sheets will be used to identify families of students with disabilities that have had a suspension.</p>	<p>Percentage of Parents of students with disabilities that have had suspension who are invited to participate in the workshop in the fall. 0%</p> <p>Percentage of Parents of students with disabilities that have had suspension who participate in the workshop in the fall.</p> <hr/>	We do not have parenting partners on our campus this year.			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
<p>Cycle 1: November 2024 Progress review of the SMART Goal - Students with disabilities suspension rates will decrease by 10% by June of 2027.</p> <p>Currently we have one student on an IEP who has been suspended between August - November 2024.</p>	<p>The one special education student who was suspended participates Valley Community Counseling and met with admin for a re-entry plan.</p> <p>Data binder is available for review in Principal's office.</p>	<p>All teachers on staff use Wednesday MUSTang Time as focused SEL time. This includes counselors pulling students for social groups. In the spring, VCC will be pushing into classrooms to teach students strategies for conflict resolution.</p>	Continue
<p>Cycle 2: March 2025 Progress review of the SMART Goal - Students with disabilities suspension rates will decrease by 10% by June of 2027.</p> <p>Currently we have one student on an IEP who has been suspended between August - February 2025.</p>	<p>Walter Woodward Elementary has had 15 suspensions from August 2024 through February 2025. Eight of the fifteen suspensions are students who are African American. One of the students suspended has special education services and another student is classified as a foster student. There have been no students with re-occurring suspensions from August through February.</p> <p>Interventions Used:</p> <p>Restorative Practices- Restorative practices have been implemented with resolving conflicts and mediating students to take accountability on working out difficult conversations with a staff member present. Dr Allender does monthly visits to our school to assist our staff in creating restorative practices within their strategies tool belt.</p> <p>PBIS Newsletter / Staff PBIS – Parents receive a Winter Newsletter in which we inform parents the importance of building a community that fosters student safety, being responsible, and being respectful. Parents are informed on our student incentives, Mustang Bucks, and PBIS monthly focuses. Our staff puts out a monthly newsletter in</p>	<p>In order to continue to support student behaviors administration will be visible on campus working with different student groups during arrival/dismissal, recess, and lunch while utilizing their mobile carts. Our PBIS Team will continue to review school wide data for trends and identify possible supports. Our COST Team will continue to monitor our tier 2 students.</p> <p>Parent Climate Survey: January 2025 99 parents participated in the survey. Parents identified strengths as being that students get along well, students feel a sense of belonging, the campus is kept clean and welcoming, parents are aware of school rules, office staff support, counseling support, and admin support. An area of</p>	Continue

	<p>which a new restorative practice is highlighted, our PBIS monthly focus is shown, school wide trends are shown to our staff, and a staff member is recognized for their hard work incorporating PBIS focuses on our campus.</p> <p>BASE SEL- 6th – 8th Teachers were trained how to use BASE SEL for conflict managements. All of 6th grade have implemented BASE SEL within their SEL instruction. Three Jr. High Teachers are currently using BASE SEL out of the eight teachers.</p> <p>Reflection Sheets- Students complete reflection sheets to address conflicts that have occurred throughout the school day. Students have conversations with staff members to address behaviors.</p> <p>VCC Lessons / Conflict Resolution- (Social Groups) – We will have Valley Community Counseling push in classrooms for 6th grade to work on conflict resolutions. VCC will create lesson plans that address the behaviors that are impacting the 6th grade.</p>	<p>growth identified by parents is proper yard supervision.</p> <p>Based on parent feedback administration will be setting up professional development training to support SSAs in their role.</p>	
<p>Cycle 3: May 2025 Progress review of the SMART Goal - Students with disabilities suspension rates will decrease by 10% by June of 2027.</p> <p>Currently we have one student on an IEP who has been suspended between August - April 2025.</p>	<p>Walter Woodward Elementary has had 23 suspensions from August 2024 through April 2025. Currently we have one student on an IEP who has been suspended between August - April 2025.</p> <p>Adim have rolling carts to help be present and visible on campus throughout the school day strategically positioning ourselves in areas that are current hot spots.</p> <p>Interventions Used:</p> <p>Restorative Practices- Restorative practices have been implemented with resolving conflicts and mediating students to take accountability on working out difficult conversations with</p>	<p>We have met our 3-year goal. We will discontinue this goal and write a new goal with a new baseline.</p>	End

	<p>a staff member present. Dr Allender does monthly visits to our school to assist our staff in creating restorative practices within their strategies tool belt.</p> <p>PBIS Newsletter / Staff PBIS – Parents receive a Winter Newsletter in which we inform parents the importance of building a community that fosters student safety, being responsible, and being respectful. Parents are informed on our student incentives, Mustang Bucks, and PBIS monthly focuses. Our staff puts out a monthly newsletter in which a new restorative practice is highlighted, our PBIS monthly focus is shown, school wide trends are shown to our staff, and a staff member is recognized for their hard work incorporating PBIS focuses on our campus.</p> <p>BASE SEL- 6th – 8th Teachers were trained how to use BASE SEL for conflict managements. All of 6th grade have implemented BASE SEL within their SEL instruction. Three Jr. High Teachers are currently using BASE SEL out of the eight teachers.</p> <p>Reflection Sheets- Students complete reflection sheets to address conflicts that have occurred throughout the school day. Students have conversations with staff members to address behaviors.</p> <p>VCC Lessons / Conflict Resolution- (Social Groups) – We will have Valley Community Counseling push in classrooms for 6th grade to work on conflict resolutions. VCC created & delivered lesson that address the behaviors that are impacting the 6th grade.</p> <p>SSAs have received additional training to support positive behaviors on campus.</p>		
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Progress Monitoring 25-26

SMART Goal 3

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
There will be continued PBIS training for teachers to support students and building a positive school climate with clear expectations.	<p>Teacher Survey will identify teacher comfort level with implementing PBIS strategies.</p> <p>Teacher surveyed to identify areas of needed PD.</p>	<p>Teacher Survey indicated the certificate staff overall have a 4.3/5.0 confidence in schoolwide expectations and teaching strategies.</p> <p>Teacher Requested Workshops:</p> <p>21 teachers want more support with SEL lessons.</p> <p>10 teachers want more support with systems to reward with Mustang Bucks</p> <p>7 teachers want support with PBIS lessons.</p> <p>13 teachers want more support with handling student situations.</p>	<p>Making progress</p> <p>Staff Interviews:</p> <p>100% of staff knew your behavior expectations</p> <p>100% of staff have taught your behavior expectations</p> <p>100% of staff have given out Mustang Bucks for acknowledging desired behavior expectations</p>			<p>Time</p> <p>People</p> <p>Money</p>
ILT will review behavior data to identify students	Q Data - ILT team will review student incidents regularly to	Q Discipline Data:	Goal not met			<p>Time</p> <p>People</p>

who have been suspended to monitor and create action plans of support school wide.	<p>identify areas of need on campus and work with our PBIS team to build supports.</p> <p>Staff Survey with Learning Walk Data to identify implementation of PBIS expectations.</p>	<p>11 African American students have been suspended as of April 2024.</p> <p>Staff Survey Learning Walk Info: 100% of staff knew school expectations (Be Safe, Be Responsible, Be Respectful) 100% of staff taught site expectations. 80% of staff have given out Mustang Bucks for acknowledging desired behavior. 75% of classrooms observed had site expectations posted. 100% of classrooms observed had AT LEAST 3 evidence-based classroom practices.</p>	<p>Q Discipline Data: 21 students have been suspended as of April 2025.</p> <p>100% of classrooms observed showed the Physical Structure/Layout is designed to be effective for all students</p> <p>50% of classrooms observed showed Predictable Classroom Routines are developed and taught</p> <p>50% of classrooms observed had Classroom Expectations posted</p> <p>100% of classrooms observed reflected Active Supervision & Foster Positive Relationships (Scanning, moving, interacting with and use of student names)</p> <p>Zero % of classrooms observed showed Relevant (SEL) Instruction (Use of explicit</p>			
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			instruction of social, emotional, behavioral and academic skills)			
			80% of classrooms observed showed Acknowledgement (Use of behavior specific praise, 5:1 ratio of BSP statements, evidence of formal acknowledgement system)			

Progress Monitoring 24-25

Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
Cycle 1: November 2024 Progress review of the SMART Goal - African America student suspension rates will decrease by 10% by June of 2027. 6 of our 10 suspensions from August -November have been students' who are African American. The suspension incident types have included fight/attack and unsafe behavior.	As of November, we have no individuals with multiple suspensions however our African American population has been our highest number of suspensions overall. All students who were suspended have been offered Valley Community Counseling and met with admin for a re-entry plan. Other supports/interventions for these students included, CICO, SSA buddy, restorative conversations, or alternative recess schedule. Data binder is available for review in Principal's office.	All teachers on staff use Wednesday MUSTang Time as focused SEL time. This includes counselors pulling students for social groups. In the spring, VCC will be pushing into classrooms to teach students strategies for conflict resolution.	Continue
Cycle 2: March 2025 Progress review of the SMART Goal - African America student suspension rates will	Walter Woodward Elementary has had 15 suspensions from August 2024 through February 2025. Eight of the fifteen suspensions are students who are African American. One of the	In order to continue to support student behaviors administration will be visible on campus	Continue

<p>decrease by 10% by June of 2027.</p> <p>Eight of the fourteen suspensions are students who are African American. The suspension incident types have included fight/attack and unsafe behavior.</p>	<p>students suspended has special education services and another student is classified as a foster student. There have been no students with re-occurring suspensions from August through February.</p> <p>Interventions Used:</p> <p>Restorative Practices- Restorative practices have been implemented with resolving conflicts and mediating students to take accountability on working out difficult conversations with a staff member present. Dr Allender does monthly visits to our school to assist our staff in creating restorative practices within their strategies tool belt.</p> <p>PBIS Newsletter / Staff PBIS – Parents receive a Winter Newsletter in which we inform parents the importance of building a community that fosters student safety, being responsible, and being respectful. Parents are informed on our student incentives, Mustang Bucks, and PBIS monthly focuses. Our staff puts out a monthly newsletter in which a new restorative practice is highlighted, our PBIS monthly focus is shown, school wide trends are shown to our staff, and a staff member is recognized for their hard work incorporating PBIS focuses on our campus.</p> <p>BASE SEL- 6th – 8th Teachers were trained how to use BASE SEL for conflict managements. All of 6th grade have implemented BASE SEL within their SEL instruction. Three Jr. High Teachers are currently using BASE SEL out of the eight teachers.</p> <p>Reflection Sheets- Students complete reflection sheets to address conflicts that have occurred throughout the school day. Students have conversations with staff members to address behaviors.</p>	<p>working with different student groups during arrival/dismissal, recess, and lunch while utilizing their mobile carts. Our PBIS Team will continue to review school wide data for trends and identify possible supports. Our COST Team will continue to monitor our tier 2 students.</p> <p>Parent Climate Survey: January 2025 99 parents participated in the survey. Parents identified strengths as being that students get along well, students feel a sense of belonging, the campus is kept clean and welcoming, parents are aware of school rules, office staff support, counseling support, and admin support. An area of growth identified by parents is proper yard supervision.</p> <p>Based on parent feedback administration will be setting up professional development training to support SSAs in their role.</p>	
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	VCC Lessons / Conflict Resolution- (Social Groups) – We will have Valley Community Counseling push in classrooms for 6th grade to work on conflict resolutions. VCC will create lesson plans that address the behaviors that are impacting the 6th grade.		
<p>Cycle 3: May 2025 Progress review of the SMART Goal - African America student suspension rates will decrease by 10% by June of 2027.</p> <p>Eight of the twenty-three suspensions are students who are African American.</p>	<p>Walter Woodward Elementary has had 23 suspensions from August 2024 through April 2025. Eight of the twenty-one suspensions are students who are African American.</p> <p>Adim have rolling carts to help be present and visible on campus throughout the school day strategically positioning ourselves in areas that are current hot spots.</p> <p>Interventions Used:</p> <p>Restorative Practices- Restorative practices have been implemented with resolving conflicts and mediating students to take accountability on working out difficult conversations with a staff member present. Dr Allender does monthly visits to our school to assist our staff in creating restorative practices within their strategies tool belt.</p> <p>PBIS Newsletter / Staff PBIS – Parents receive a Winter Newsletter in which we inform parents the importance of building a community that fosters student safety, being responsible, and being respectful. Parents are informed on our student incentives, Mustang Bucks, and PBIS monthly focuses. Our staff puts out a monthly newsletter in which a new restorative practice is highlighted, our PBIS monthly focus is shown, school wide trends are shown to our staff, and a staff member is recognized for their hard work incorporating PBIS focuses on our campus.</p>	We have met our 3-year goal. We will discontinue this goal and write a new goal with a new baseline.	End

	<p>BASE SEL- 6th – 8th Teachers were trained how to use BASE SEL for conflict managements. All of 6th grade have implemented BASE SEL within their SEL instruction. Three Jr. High Teachers are currently using BASE SEL out of the eight teachers.</p> <p>Reflection Sheets- Students complete reflection sheets to address conflicts that have occurred throughout the school day. Students have conversations with staff members to address behaviors.</p> <p>VCC Lessons / Conflict Resolution- (Social Groups) – We will have Valley Community Counseling push in classrooms for 6th grade to work on conflict resolutions. VCC created & delivered lesson that address the behaviors that are impacting the 6th grade.</p> <p>SSAs have received additional training to support positive behaviors on campus.</p>		
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Progress Monitoring 25-26

Progress Monitoring

⊟ Suspension	Assault/Battery							1		1
	Fighting/Attack w/o Weapon				3	1	5	2		11
	Inappropriate Behavior/Object				1		2			3
	Possess/Use Drugs				1				1	2
	Sexual Harassment								1	1
	Threat of Attack - w/o Weapon							1	1	2
	Unsafe Behavior						2	1		3
Suspension Total					5	1	9	5	3	23
⊟ Suspension	Assault/Battery							1		1
	Fighting/Attack w/o Weapon				3	1	5	2		11
	Inappropriate Behavior/Object				1		2			3
	Possess/Use Drugs				1				1	2
	Sexual Harassment								1	1
	Threat of Attack - w/o Weapon							1	1	2
	Unsafe Behavior						2	1		3
Suspension Total					5	1	9	5	3	23

Data

Data Analysis

There have been 23 suspensions in the 24-25 school year from August through April. This is a reduction of 11 suspensions from the previous year. Overall fighting is our highest incident rate and 6th grade has the most suspensions schoolwide.

Student Need 3:

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

SMART Goal 1

Overall suspension rates will decrease by 20% by June of 2027.

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
There will be continued PBIS training for teachers to support students and building a positive school climate with clear expectations.	Teacher Survey will identify teacher comfort level with implementing PBIS strategies.	Staff Interviews: 100% of staff knew your behavior expectations 100% of staff have taught your behavior expectations 100% of staff have given out Mustang Bucks for acknowledging desired behavior expectations				
There will be continued PBIS training for students - MUSTang Round Up, student lessons, PBIS assemblies.	Student Surveys will be used to monitor student understanding of the rules, areas of concern, and recommended supports needed to help students focus on being safe, responsible, and respectful.	Student Survey: 100% of students knew site expectations 70% of students said they received Mustang Bucks				

		in the last month.				
CICO System will be used for students with multiple suspensions.	CICO Data will monitor students' behavior to identify if there is a reduction in behavior incidents and severity.					
ILT will review behavior data to identify students who have been suspended to monitor and create action plans of support school wide.	<p>Q Data - ILT team will review student incidents regularly to identify areas of need on campus and work with our PBIS team to build supports.</p> <p>Staff Survey with Learning Walk Data to identify implementation of PBIS expectations.</p>	<p>Q Discipline Data: 23 students have been suspended as of April 2025.</p> <p>100% of classrooms observed showed the Physical Structure/Layout is designed to be effective for all students</p> <p>50% of classrooms observed showed Predictable Classroom Routines are developed and taught</p> <p>50% of classrooms observed had Classroom Expectations posted</p> <p>100% of classrooms observed reflected Active Supervision & Foster Positive Relationships (Scanning, moving, interacting with and use of student names)</p>				

		Zero % of classrooms observed showed Relevant (SEL) Instruction (Use of explicit instruction of social, emotional, behavioral and academic skills)				
		80% of classrooms observed showed Acknowledgement (Use of behavior specific praise, 5:1 ratio of BSP statements, evidence of formal acknowledgement system)				

Progress Monitoring 24-25

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

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

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

[View District Placement](#)

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

[View Detailed Data](#)

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

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

[View Detailed Data](#)

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

2022-23 Smarter Balanced

CAASPP File Edition: Performance Summary

ELA (Summative): All Grades

Site: **Walter Woodward Elementary**

Gender: **Female & Male**

Grades: **All**

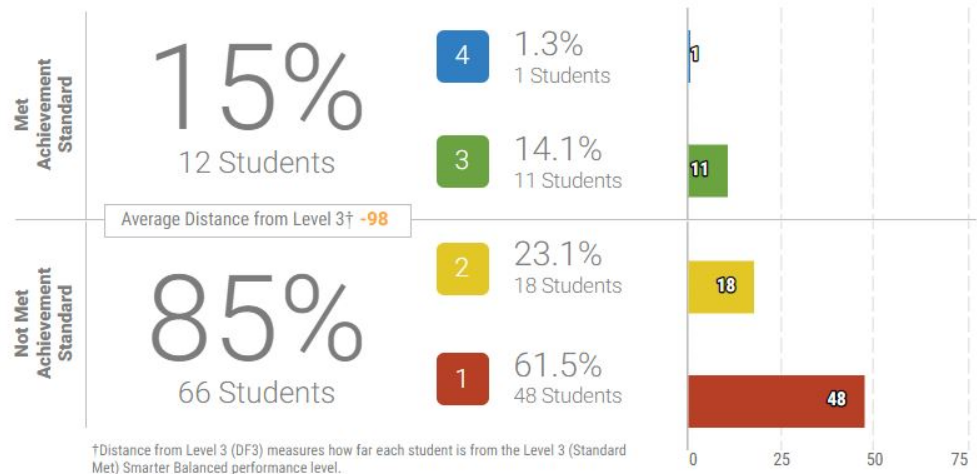
English Proficiencies: **English Learner**

Reported Race: **All**

Special Education: **SPED & Not SPED**

Socio-Economic: **SED & Not SED**

Overall Performance: 78 students



2022-23 Smarter Balanced

CAASPP File Edition: Performance Summary

Math (Summative): All Grades

Site: **Walter Woodward Elementary**

Gender: **Female & Male**

Grades: **All**

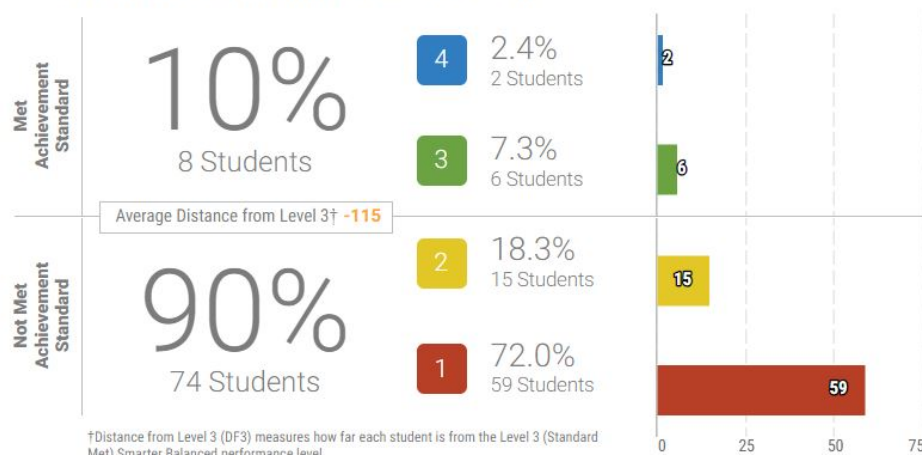
English Proficiencies: **English Learner**

Reported Race: **All**

Special Education: **SPED & Not SPED**

Socio-Economic: **SED & Not SED**

Overall Performance: 82 students



Resource Inequities

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

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

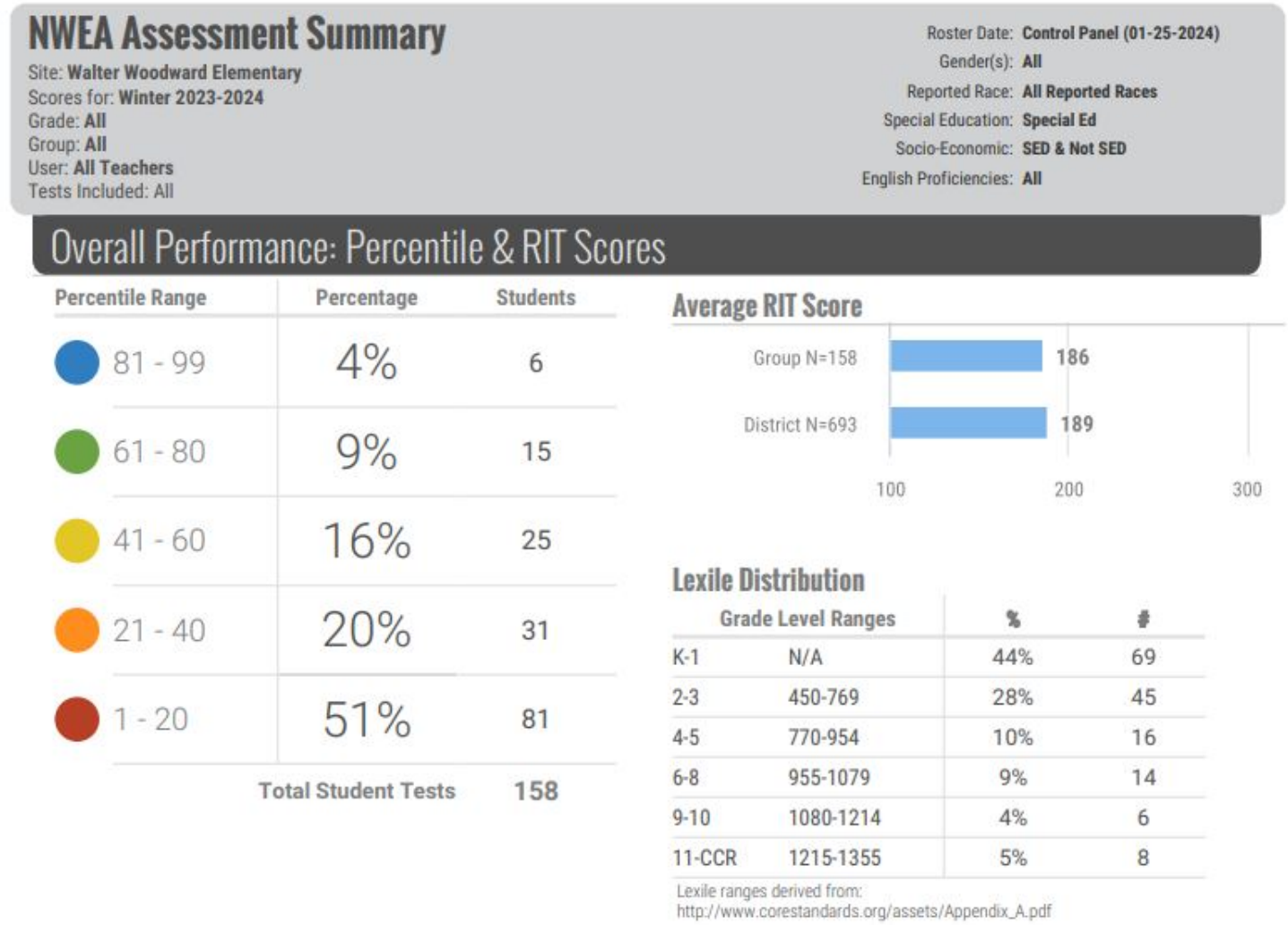
Comprehensive Needs Assessment

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

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

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	148	143	152	11.4%	16.3%	15.2%
Fluent English Proficient (FEP)	111	125	121	10.6%	12.3%	12.1%
Reclassified Fluent English Proficient (RFEP)	18	18		11.3%	20%	



Data Analysis

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

Student Need 1:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Intervention Support: RSP students in the red and orange band will be identified and interventions will be offered to fill in gaps of essential skills needed to meet the grade level standard.	Teacher created Pre- & Post tests will be used to measure student growth on concepts reviewed.	Both RSP teachers are using IEP goals information for a baseline and is supporting student on goal work during MUSTang Time.	Goal Met 2 out of 2 teachers are using IEP goals information for a baseline and is supporting student on goal work during MUSTang Time.			Time People Money
Learning Targets and/or "I can" statements will be utilized in all classrooms to help students identify what is required for lesson mastery.	Admin/ILT - Learning Walks Monthly Number of classrooms where "I can" statements are visible. Percentage of students able to articulate what is required for lesson mastery.	30/41 rooms have "I can" statements visible in the classroom. Learning walks 24-25: 50%	Making progress 30/41 rooms have "I can" statements visible in the classroom. 60% of students could articulate their learning target.			Time People
SPED teachers will utilize the Wonderworks curriculum and teaching strategies to support student literacy.	Wonderworks teacher survey: Teachers will report how consistently they are using Wonderworks with their students.	Teacher Survey: RSP teachers are using Wonderworks curriculum consistently with students.	Goal met 2 out of 2 teachers			Time People Money
Sentence Stems/frames will	Admin/ILT - Learning Walks Monthly	3/7 SPED classrooms are	Goal Met			Time People

be utilized in all SPED classrooms to support students' collaborative conversations in the classroom.	<p>Number of classrooms where sentence frame supports are visible.</p> <p>Percentage of students who state they have access to sentence frames during collaborative conversations.</p>	<p>using sentence frames.</p> <p>Learning walks 24-25: Aug - 20%, Sept - 89%, Oct. 80%</p>	7/7 SPED rooms are using sentence frames			
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Progress Monitoring 24-25

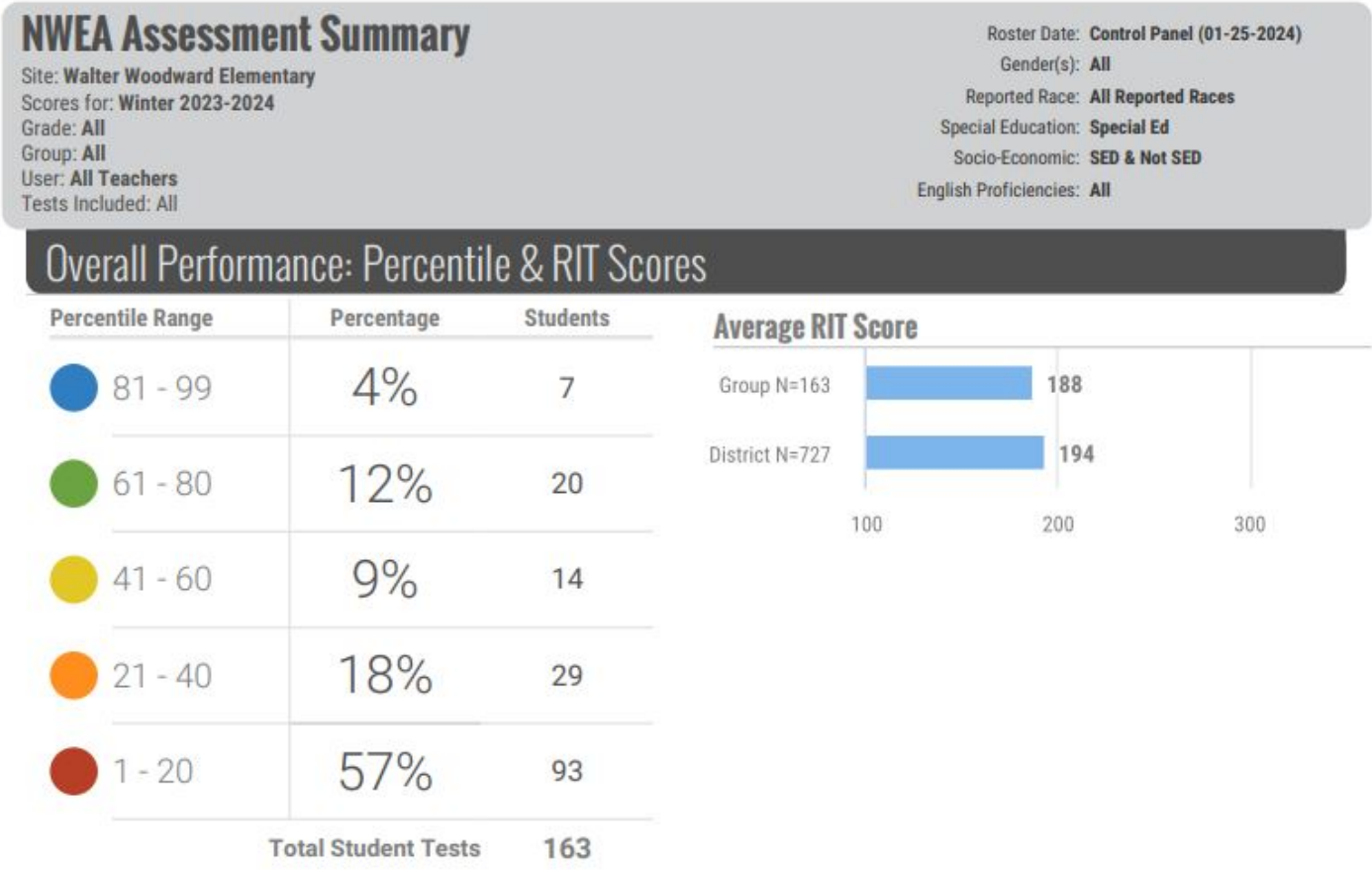
Summary statement of progress toward SMARTgoal	Evidence and Analysis	Based on current analysis, the next steps are:	Evaluation
<p>Cycle 1: November 2024 Progress review of the SMART Goal - MAP reading scores for students with disabilities who are in RSP (Resource) will decrease by 15% in the red and orange band by June of 2027.</p> <p>Our students with disabilities exceeded schoolwide percentage of students who met their MAP growth targets in Reading, Math, and Language Usage from Fall of 23 to Fall of 24.</p>	<p>Woodward School overall had 58.72% of our students meet their MAP Reading Growth Target from Fall of 2023 to Fall of 2024. Our students with disabilities had 66.66% of them met their MAP Reading Growth Target. This is higher than the schoolwide percentage by 7.94%%. Schoolwide Achievement for Reading MAP in the fall of 24 was 51st percentile with 40% of students in the orange and red categories. Students with disabilities achievement on Reading MAP is the 22nd percentile with 72% of students in the red and orange categories. Students with disabilities continue to have low achievement but have shown good growth overall.</p> <p>Data binder is available for review in Principal's office.</p>	<p>Learning targets continue to be a schoolwide focus and practiced at staff meetings with the use of "I can" statements, opportunities for collaborative conversations, and rubrics to measure student understanding.</p> <p>Instructional leadership team will be working together to calibrate what No, some, and strong evidence looks like on our schoolwide focuses. Then complete learning walks to accumulate data and identify staff development needs.</p> <p>MUSTang Time will continue to happen daily to support students at their learning level and focus on essential standards.</p>	Continue
Cycle 2:	Woodward School overall achieved at the 45th percentile in reading and	Learning targets continue to be a	Continue

<p>March 2025 Progress review of the SMART Goal - MAP reading scores for students with disabilities who are in RSP (Resource) will decrease by 15% in the red and orange band by June of 2027.</p>	<p>growth was the 37th percentile. 44% of students are in the red and orange bands. Students with disabilities achieved at the 20th percentile and showed growth in the 33rd percentile. 78% of students with disabilities are in the red and orange band.</p> <p>Woodward's achievement overall on MAP Language Usage was in the 52nd percentile with growth at the 50th percentile. Student achievement was at the 52nd percentile</p> <p>In reviewing SEIS data, we have 138 students on IEPs. Overall, our school is mainstreaming 59.7% of the time. RSP students are being mainstreamed 84.33% of the time and SDC student in kindergarten & 1st grade are mainstreaming 77.71% of the time, 4-6th grade SDC students are mainstreaming 31.17% of the time, Jr. High SDC students are mainstreaming 54.69% of the time.</p> <p>Data binder is available for review in Principal's office.</p>	<p>schoolwide focus and practiced at staff meetings with the use of "I can" statements, opportunities for collaborative conversations, and rubrics to measure student understanding.</p> <p>MUSTang Time will continue to happen daily to support students at their learning level and focus on essential standards.</p> <p>Our SPED staff is working on building more opportunities with general education students to mainstream SPED students. Each case manager will review their current case load and identify times that SPED students can mainstream.</p>	
<p>Cycle 3: May 2025 Progress review of the SMART Goal - MAP reading scores for students with disabilities who are in RSP (Resource) will decrease by 15% in the red and orange band by June of 2027.</p> <p>Reading MAP - Overall Achievement 23rd percentile; 77% of students are in the Red & Orange Band</p>	<p>Special education student's overall Reading MAP achievement grew by 7 percentiles. The red band decreased but the orange band increased resulting in 77% of SPED students are still in the orange and red bands.</p> <p>In reviewing SEIS data, we have 130 students on IEPs. Overall, our school is mainstreaming 55% of the time. RSP students are being mainstreamed 82% of the time and SDC student in kindergarten & 1st grade are mainstreaming 60.5% of the time, 4-6th grade SDC students are mainstreaming 26% of the time, Jr. High SDC students are mainstreaming 72% of the time.</p> <p>Data binder is available for review in Principal's office.</p>	<p>Learning targets continue to be a schoolwide focus and practiced at staff meetings with the use of "I can" statements, opportunities for collaborative conversations, and rubrics to measure student understanding.</p> <p>MUSTang Time will continue to happen daily to support students at their learning level and focus on essential standards.</p> <p>Our SPED staff is working on building more opportunities with</p>	<p>Continue</p>

		general education students to mainstream SPED students. Each case manager has reviewed their current case load and identified times that SPED students can mainstream.	
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Progress Monitoring 25-26

Data



Data Analysis

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

Student Need 2:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Learning Targets and/or "I can" statements will be utilized in all classrooms to help students identify what is required for lesson mastery.	Admin/ILT - Learning Walks Monthly Number of classrooms where "I can" statements are visible. Percentage of students able to articulate what is required for lesson mastery.	30/41 rooms have "I can" statements visible in the classroom. Learning walks 24-25 indicated about 50% of students were able to articulate the learning goal for the lesson.	Making Progress 30/41 rooms have "I can" statements visible in the classroom. 60% of students could articulate their learning target.			Time People
Grade level teams will meet monthly to work collaboratively by using the guiding questions to inform instruction by reviewing data, identifying student needs, and adjusting instructional practices as needed. Instructional Specialist will support K-1 Grade levels during their meetings. Admin will support grade levels 2-8 during their meetings.	PLC Agenda/ minutes review Percentage of agendas/minutes showing strong evidence of grade level teams using the guiding questions by reviewing data and identifying student needs.	Strong evidence 0% Some evidence 80% No evidence 20%	Making Progress Strong Evidence 20% Some Evidence 80% No Evidence 0%			Time People

Sentence Stems/frames will be utilized in all SPED classrooms to support students' collaborative conversations in the classroom.	Admin/ILT - Learning Walks Monthly Number of classrooms where sentence frame supports are visible. Percentage of students who state they have access to sentence frames during collaborative conversations.	3/7 SPED classrooms are using sentence frames. Learning walks 24-25: Aug - 20%, Sept - 89%, Oct. 80%	Goal Met 7/7 SPED rooms are using sentence frames			Time Money People
Intervention Support: RSP students in the red and orange band will be identified and interventions will be offered to fill in gaps of essential skills needed to meet the grade level standard.	Teacher created Pre- & Post tests will be used to measure student growth on concepts.	Both RSP teachers are using IEP goals information for a baseline and is supporting student on goal work during MUSTang Time.	Goal Met 2 out of 2 teachers are using IEP goals information for a baseline and is supporting student on goal work during MUSTang Time.			Time 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: November 2024 Progress review of the SMART Goal - MAP math scores for students with disabilities who are in RSP (Resource) will decrease by 15% in the red and orange band by June of 2027. Our students with disabilities exceeded schoolwide percentage of students who met their MAP growth targets in Reading, Math, and Language Usage from Fall of 23 to Fall of 24.	Woodward School overall had 54.9% of our students meet their MAP Math Growth Target from Fall of 2023 to Fall of 2024. Our students with disabilities had 57.8% of them met their MAP Math Growth Target. This is higher than the schoolwide percentage by 2.9%. Schoolwide Achievement for Math MAP in the fall of 24 was 46th percentile with 44% of students in the orange and red categories. Students with disabilities achievement on Math MAP is the 23rd percentile with 84% of students in the red and orange categories. We have decreased our Students with Disabilities in the orange and red categories by 2%. Students with disabilities continue to	Learning targets continue to be a schoolwide focus and practiced at staff meetings with the use of "I can" statements, opportunities for collaborative conversations, and rubrics to measure student understanding. Instructional leadership team will be working together to calibrate what No, some, and strong evidence looks like on our schoolwide	Continue

	<p>have low achievement but have shown good growth overall.</p> <p>Data binder is available for review in Principal's office.</p>	<p>focuses. Then complete learning walks to accumulate data and identify staff development needs.</p> <p>MUSTang Time will continue to happen daily to support students at their learning level and focus on essential standards.</p>	
<p>Cycle 2: March 2025 Progress review of the SMART Goal -MAP math scores for students with disabilities who are in RSP (Resource) will decrease by 15% in the red and orange band by June of 2027.</p> <p>Our students with disabilities showed growth in the 47th percentile. The red band decreased by 1% from fall to winter but the orange band increased by 3%.</p>	<p>Woodward school overall had 65% of students met their MAP Math Growth Target from Fall to Winter and 56% of students with disabilities met their growth target from Fall to Winter. Overall Woodward school achieved at the 51st percentile in Math with 42% of students achieving in the orange or red bands. Students with disabilities achieved at the 21st percentile with 79% of students in the orange or red bands.</p> <p>In reviewing SEIS data, we have 138 students on IEPs. Overall, our school is mainstreaming 59.7% of the time. RSP students are being mainstreamed 84.33% of the time and SDC student in kindergarten & 1st grade are mainstreaming 77.71% of the time, 4-6th grade SDC students are mainstreaming 31.17% of the time, Jr. High SDC students are mainstreaming 54.69% of the time.</p> <p>Data binder is available for review in Principal's office.</p>	<p>Learning targets continue to be a schoolwide focus and practiced at staff meetings with the use of "I can" statements, opportunities for collaborative conversations, and rubrics to measure student understanding.</p> <p>MUSTang Time will continue to happen daily to support students at their learning level and focus on essential standards.</p> <p>Our SPED staff is working on building more opportunities with general education students to mainstream SPED students. Each case manager will review their current case load and identify times that SPED students can mainstream.</p>	Continue

Progress Monitoring 25-26

Data

NWEA Assessment Summary

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

Roster Date: **Control Panel (01-25-2024)**

Gender(s): **All**

Reported Race: **All Reported Races**

Special Education: **Special & Non Special Ed**

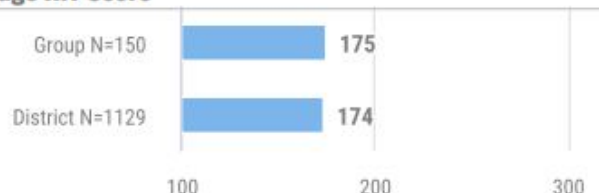
Socio-Economic: **SED & Not SED**

English Proficiencies: **English Learner**

Overall Performance: Percentile & RIT Scores

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

Average RIT Score



Lexile Distribution

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

Lexile ranges derived from:
http://www.corestandards.org/assets/Appendix_A.pdf

Data Analysis

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

Student Need 3:

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

SMART Goal 1

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

Implementation Plan

Action	Metric/Indicator	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Resources
Designated ELD will be 30 minutes	Interim ELPAC to help progress monitor	Currently Grade levels	Progress on Goal			Time People

a day to focus on Reading, Writing, Listening, and Speaking skills with English Learners.	English Language proficiency (three times per year).	are giving the Interim ELPAC in Illuminate to their English Learners and are practicing during ELD.	1st-8th grade teachers used ELPAC Interims in Illuminate or on TOMS to practice skills with students.			
ELD best practices will be used daily in the classroom to support English Language Development.	Reclassification Rates will be used to identify English Learners that have shown mastery of English in reading, writing, listening, and speaking.	16 students as of April 2023	Progress on Goal 15 students have reclassified in the 25-16 school year.			Time People
English Learners will have access to complex text to gain academic vocabulary.	Teacher created pre-/post test on academic vocabulary to identify student mastery of vocabulary.	Grade levels will complete pre-/post in T-2	Progress on Goal CFA Data in the Winter % of agendas showing Strong evidence - 50% Some evidence - 12% No evidence - 38%			Time People
Learning Targets and/or "I can" statements will be utilized in all classrooms to help students identify what is required for lesson mastery.	Admin/ILT - Learning Walks Monthly Number of classrooms where "I can" statements are visible. Percentage of students able to articulate what is required for lesson mastery.	30/41 rooms have "I can" statements visible in the classroom. Learning walks 24-25 indicated about 50% of students were able to articulate the learning goal for the lesson.	Progress on Goal 30/41 rooms have "I can" statements visible in the classroom. 60% of students could articulate their learning target.			Time People
Sentence Stems/frames will be utilized in all classrooms to support students'	Admin/ILT - Learning Walks Monthly Number of classrooms where sentence frame supports are visible.	20/41 rooms had sentence frames visible for students to access.	Progress on Goal 30/41 rooms had sentence			Time People

collaborative conversations in the classroom.	Percentage of students who state they have access to sentence frames during collaborative conversations.	Learning walks 24-25: Aug - 20%, Sept - 89%, Oct. 80%	frames visible for students to access.			
Instructional Specialist will support teachers with designated ELD strategies through professional development and coaching opportunities.	English Learner progress will be monitored through reclassification, ELPAC progress, and learning walks	<p>From August - January: 11 students have reclassified, and another 11 students may meet reclassification requirements in T3.</p> <p>Currently 64 English Learners are scoring a 3 on ELPAC and 15 English Learners are scoring a 4 on ELPAC.</p> <p>80% of Designated ELD time is showing some collaborative conversations & 40% are showing some evidence of learning targets.</p>	<p>Progress on Goal</p> <p>15 students have reclassified in the 25-16 school year.</p>			Time People 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: November 2024 Progress review of the SMART Goal - English Learners in the red	Woodward School overall had 58.72% of our students meet their MAP Reading Growth Target from Fall of 2023 to Fall of 2024. Our English Learners had 58.93% of them met their MAP Reading	Learning targets continue to be a schoolwide focus and practiced at staff meetings with the use of	Continue

<p>band will decrease by 15% by June of 2027.</p>	<p>Growth Target. This is higher than the schoolwide percentage by 0.21%. Schoolwide Achievement for Reading MAP in the fall of 24 was 51st percentile with 40% of students in the orange and red categories. English Learners achievement on Reading MAP is the 30th percentile with 63% of students in the red and orange categories. English Learners continue to have low achievement but have shown good growth overall.</p> <p>Data binder is available for review in Principal's office.</p>	<p>"I can" statements, opportunities for collaborative conversations, and rubrics to measure student understanding.</p> <p>Instructional leadership team will be working together to calibrate what No, some, and strong evidence looks like on our schoolwide focuses. Then complete learning walks to accumulate data and identify staff development needs.</p> <p>30 minutes of Designated ELD will continue to happen daily to support students with listening, speaking, reading, and writing in English on Essential Standards. ILT team will be completing learning walks to identify areas of need/strength during designated ELD times. In addition, ELD TOSAs will present best practices with the ILT team.</p>	
<p>Cycle 2: March 2025 Progress review of the SMART Goal -English Learners in the red band will decrease by 15% by June of 2027.</p> <p>11 EL students reclassified as English Proficient in T-2. Another 9 students are on track to reclassify by the end of the year.</p>	<p>ELD Learning Walks: To support emerging students, we have been conducting learning walks during designated ELD time to document practices. Our main site focuses for the year have been collaborative conversations, learning targets, and using rubrics to allow students to reflect on their learning. Some evidence of collaborative conversations was observed during learning walks in grades 1-6. Additionally, we observed that teachers were using ELD strategies such as small group instruction. Classes were also observed taking the interim</p>	<p>Learning targets continue to be a schoolwide focus and practiced at staff meetings with the use of "I can" statements, opportunities for collaborative conversations, and rubrics to measure student understanding.</p> <p>Administration is working with EL TOSAs to review Woodward's</p>	<p>Continue</p>

	<p>ELPAC test with the teacher’s goal being to identify areas of focus in future lessons.</p> <p>In addition, we have been auditing how teachers utilize our bilingual aides. The goal has been to make sure that the aides are supporting teachers in standards-aligned instruction and that rigor is consistent across grade levels. Bilingual aides were observed supporting students in the 4 domains of reading, writing, speaking, and listening in all classes, and in most cases were using district base curriculum.</p> <p>ELD Teaching Practices Survey: In January 2025 we conducted a staff survey of teachers and their practices relating to English instruction and designated ELD time. It was reported that 92% of respondents always or often provided opportunities to have collaborative conversations with peers during ELD time. 80% of teachers responding reported that they always or often use CFA’s to assess student understanding prior to instruction and support lesson design, and 84% of respondents reported that they use summative data to determine next steps in instruction. 88% of respondents reported that their grade level platoons for designated ELD and MUSTang time. Some areas of growth identified were in the use of rubrics. 60% of respondents reported that they always or often give students access to rubrics or checklists on assignments, and 52% of respondents reported that they give students rubrics or checklists to evaluate their work product. Another area of concern was that while 96% of respondents use base curriculum to support English Learners, 48% reported they rarely or never provide bilingual aides with lesson plans for working with English Learners.</p>	<p>EL Data to build professional development opportunities for the fall. In addition, this data will be reviewed with the ILT team this spring so that an action plan for English learners can be built.</p>	
<p>Cycle 3: May 2025 Progress review of the SMART Goal -English Learners in the red band will</p>	<p>15 students reclassified in the 25-26 school year.</p>	<p>Learning targets continue to be a schoolwide focus and practiced at staff</p>	<p>Continue</p>

<p>decrease by 15% by June of 2027.</p> <p>15 students reclassified in the 25-26 school year.</p> <p>Math MAP Achievement- 30th percentile; 65% Red & Orange Band</p> <p>Reading MAP Achievement - 27th percentile; 71% Red & Orange Band</p>	<p>Baseline: Math MAP Achievement- 28th percentile; 67% Red & Orange Band; Reading MAP Achievement - 23rd percentile; 79% Red & Orange Band</p> <p>Cycle 3 Data: Math MAP Achievement- 30th percentile; 65% Red & Orange Band; Reading MAP Achievement - 27th percentile; 71% Red & Orange Band</p> <p>Projected Growth: Decrease Red & Orange bands by 5% - Goal for EL student on MAP Math: 62% or less Goal for EL student on MAP Reading: 74% or less</p> <p>English Learner Achievement: Math: Goal not met by 3 percentile Reading: Goal not met by 1 percentile</p> <p>Red & Orange Band: Math Goal not met by 3%; Reading Goal exceeded by 3%;</p> <p>ACTION STEPS: Continue to use learning targets & rubrics. Build in many opportunities for listening and speaking activities. Continue learning walks for designated ELD time & build in PD.</p>	<p>meetings with the use of "I can" statements, opportunities for collaborative conversations, and rubrics to measure student understanding.</p> <p>Administration is working with EL TOSAs to review Woodward's EL Data to build professional development opportunities for the fall. ILT team learned how to use longevity reports last month. Next year we will use longevity reports schoolwide to make informed decisions on how to best support students individually and as a grade level.</p>	
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Progress Monitoring 25-26

Budget Summary

420 - Walter Woodward 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
	Function Replacement Items - Grade Level Standards Student Need 1 Consumable Replacement	TBD	\$ 13,518.00	3010 - ESSA-Title I Bas Gnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS	GLS - Student Need 1	
	Geodes Replacement - Grade Level Standards Student Need 1 Replacement Items as needed	TBD	\$ 4,627.00	3010 - ESSA-Title I Bas Gnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1	
	Just Words Replacement Items - Consumables		\$ 1,610.00	3010 - ESSA-Title I Bas Gnts Low Inc	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.1 Goal 1, A&S 1 GLS-Base	1.1	GLS - ELA	SN 1	
	PEBC Training - Grade Level Standards Student Need 2 Cover Sub costs for math training		\$ 3,000.00	3010 - ESSA-Title I Bas Gnts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1002 - 1.2 Goal 1, A&S 2 GLS-Sup	1.2	GLS	GLS - Student Need 2	
	Subs for Staff Training (Base Curriculum & Math Thinking Strategies) 2 grade level/ILT pullout days for each teacher		\$ 10,000.00	3010 - ESSA-Title I Bas Gnts Low Inc	1000 - Instruction	1105 - Teachers' Salaries Subs	1008 - 1.6 Goal 1, A&S 8	1.6	GLS	1 & 2	
	Tier 1 & @ Staff Dev - After School Training (timesheeting)		\$ 3,000.00	3010 - ESSA-Title I Bas Gnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1008 - 1.6 Goal 1, A&S 8	1.6	GLS - System-Wide Work	1 & 2	
	Timesheeting for Staff Development/ILT - after contract time - Grade Level Standards Student Need 1 & 2 After contract timesheeting for ILT Time		\$ 750.00	3010 - ESSA-Title I Bas Gnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	1008 - 1.6 Goal 1, A&S 8	1.6	GLS	Student Need 1 & 2	
	Outreach Assistant - Continued Funding		\$ 15,354.00	3010 - ESSA-Title I Bas Gnts Low Inc	3000 - Other Pupil Services	2200 - Classified Support Salaries	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	Safety - Student Need 1	
	Parent Engagement - Safety Student Need 1 & 2 Parent Engagement Staff Support Activities		\$ 250.00	3010 - ESSA-Title I Bas Gnts Low Inc	1000 - Instruction	1107 - Teachers' Salaries Hourly	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	Student Need 1 & 2	
	Parent Engagement - Safety Student Need 1 & 2 Parent Engagement Staff Support Activities		\$ 250.00	3010 - ESSA-Title I Bas Gnts Low Inc	2700 - School Administration	2407 - Clerical And Office Sal Hourly	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	Student Need 1 & 2	
	Parent Engagement - Safety Student Need 1 & 2 Parent Engagement Staff Support Activities		\$ 250.00	3010 - ESSA-Title I Bas Gnts Low Inc	2700 - School Administration	4310 - Materials & Supplies	2003 - 2.3 Goal 2, A&S 3	2.3	Safety	Student Need 1 & 2	
	Science Camp 9/15/105 Transportation Cost Outdoor Ed account coverage for Science camp transportation INR-0000131	TBD	\$ 6,800.00	3010 - ESSA-Title I Bas Gnts Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1	
	Science camp cost replacement - safety student need 1 & 2 Reduce cost of travel for 5th grade students who are foster/homeless/ SES INR-0000131	TBD	\$ 3,396.00	3010 - ESSA-Title I Bas Gnts Low Inc	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	Student Need 1 & 2	
	TSSP - Safety Student Need 2 TSSP services		\$ 1,000.00	3010 - ESSA-Title I Bas Gnts Low Inc	2700 - School Administration	2407 - Clerical And Office Sal Hourly	3004 - 3.4 Goal 3, A&S 4	3.4	Safety	Student Need 2	
Total			\$ 63,305.00								

420 - Walter Woodward 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
	Artist in Residence - WPA standards- safety Student Need 1 & 2 Student enrichment - The program improves art education and encourages creativity and self-expression	TBD	\$ 9,000.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	1004 - 1.4 Goal 1, A&S 4	1.4	Safety	Student Need 1 & 2	
	Tech repair & supplies Replace technology parts as needed	TBD	\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	1001 - 1.7 Goal 1, A&S 7	1.7	GLS	1 & 2	
	PBIS Incentives - Safety Student Need 2 Incentive/Prizes	TBD	\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	4310 - Materials & Supplies	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	Student Need 2	
	PBIS Incentives - Safety Student Need 2 Printing services		\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	Student Need 2	
	PBIS Training - Safety Student Need 2 After school time sheeting cost for Tier 1 & 2 Training		\$ 2,000.00	0709 - Prev EIALCAP	1000 - Instruction	1105 - Teachers' Salaries Subs	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	Student Need 2	
	PBIS Training / Conferences - Safety Student Need 2 Cover SSA sub costs for tier 1 & 2 training		\$ 270.00	0709 - Prev EIALCAP	2700 - School Administration	2405 - Clerical And Office Sal Subs	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	Student Need 2	
	Postage- Safety Need 1 & 2 Sending communication as needed		\$ 75.00	0709 - Prev EIALCAP	2700 - School Administration	5930 - Postage	2002 - 2.2 Goal 2, A&S 2	2.2	GLS/Safety	Student Need 1 & 2	
	Time Sheeting of PBIS Training - Safety Student Need 2 PBIS After hours analyzing & planning		\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	Student Need 2	
	Time Sheeting of PBIS Training - Safety Student Need 2 PBIS after hours analyzing & planning		\$ 500.00	0709 - Prev EIALCAP	1000 - Instruction	1107 - Teachers' Salaries Hourly	2002 - 2.2 Goal 2, A&S 2	2.2	Safety	Student Need 2	
	Student Admin recognized student awards	Regal Signs	\$ 500.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1	
	Adjusted object to 5800		\$ 10,000.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1	
	Elective - C-Stem (curriculum, Robots)	TBD	\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	5222 - Workshops/Trainings	2004 - 2.4 Goal 2, A&S 4	2.4	Safety	SN 1	
	Elective - C-Stem (Training/PO)		\$ 1,000.00	0709 - Prev EIALCAP	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	2001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	SN 3	
	Language Line - Consultation and Service		\$ 100.00	0709 - Prev EIALCAP	2700 - School Administration	2407 - Clerical And Office Sal Hourly	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	SN 3	
	Translation - parent meetings (ELAC, Conferences, Community Events, etc.)		\$ 3,000.00	0709 - Prev EIALCAP	2700 - School Administration	2407 - Clerical And Office Sal Hourly	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	SN 3	
	Translation - Testing/EP/SSST/50 Translation for ELPAC testing/EP/SSST/50		\$ 1,000.00	0709 - Prev EIALCAP	2700 - School Administration	2407 - Clerical And Office Sal Hourly	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	SN 3	
	Translation - Testing/EP/SSST/50 Translation for ELPAC testing/EP/SSST/50		\$ 500.00	0709 - Prev EIALCAP	2700 - School Administration	2407 - Clerical And Office Sal Hourly	3001 - 3.1 Goal 3, A&S 1	3.1	Emerging Students	SN 3	
Total			\$ 29,445.00								

420 - Walter Woodward 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
	Science Camp ELCP Cost ELCP coverage for science camp	TBD	\$ 13,600.00	2600 - Expanded Learning Oppty Prgm	1000 - Instruction	5800 - Other Svcs & Oper Expenditures	7418 - ELCP-Enrichment	2.4	Safety	SN 1	
	VAPA Elective - Choir			6770 - Arts & Music Prop 28							
	VAPA Music Instruments and Supplies			6770 - Arts & Music Prop 28							
Total			\$ 13,600.00								

Educational Partner Input

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

Involvement Process for the Strategic Plan and Annual Review and Update

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

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

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

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

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

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

Date

Educational Partners Input Meetings were held on the following dates:

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

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

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

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

Staff: 2/7/24

Students: 2/14/24

Groups

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

Outcome

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

School Site Council Membership

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

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

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

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This Strategic Plan was adopted by the SSC at a public meeting on April 28, 2025.

Attested:

	Principal, Heather Thomson on 5/12/25
	SSC Chairperson, Lauren Riley Blote on 5/14/25