

# Wood Middle School

## SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2019-20

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This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

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# School Profile

## School Mission and Vision

**School Mission:** Wood Middle School prepares students to be lifelong learners who competently navigate the changing demands of the 21st century to positively affect the world.

**School Vision:** Our goal is to prepare students through rigorous and relevant content to be productive and successful citizens by developing both a strong work ethic and the critical thinking skills needed to solve problems in the real world.

## Our Guiding Principles

- #1 All students have the ability to achieve academic and personal success.
- #2 Teachers must challenge and support all students to reach their highest academic and personal potential.
- #3 Administrators must have the knowledge, leadership skills, and ability to ensure all students succeed.
- #4 Parental involvement and community engagement are integral to the success of all students.
- #5 Accountability, transparency, and trust are necessary at all levels of the organization.
- #6 Allocation of funds must support our vision, mission, and guiding principles.
- #7 All employees must receive respectful treatment and professional support to achieve district goals.

## Executive Summary

With approximately 600 students, Wood Middle School is the second largest of the four Alameda Unified middle schools. Parents, staff, and students are proud of Wood's School's long standing diversity, one of its many strengths. Our major goal is to allow students the opportunity to explore a variety of interest and to cultivate their passions. We also want them to become independent learners who can be creative, innovative and divergent thinkers. Grades are important, but a greater emphasis is placed on the enjoyment of learning and to being intrinsically motivated. We believe the eight Studio Habits of Mind are essential in learning: **Observe** by looking more closely, **Envision** by imagining possible next steps, **Understand the World** by learning about history and current practices, **Engage and Persist** by embracing problems and developing focus to persevere, **Stretch and Explore** by reaching beyond one's capacities toward the opportunity to learn from mistakes, **Develop Craft** in technique and practice, **Express** by creating works that convey an idea, feeling, or personal meaning and to **Reflect** by questioning, explaining and evaluating. We strive to provide brains-on engaging instruction and encourage students to think outside of the box. We work collaboratively to connect students learning in the classroom with practical application to the real world and across disciplines. In addition, as students search for their own identity and get more affirmation from peers and less from adults, we realize the need to support students' social and

emotional needs. Not only do we seek to integrate the curriculum, we want to integrate every student into the learning. Our plan is to support them in appreciating and accepting of others and their own uniqueness. We seek to give them the tools to have self-advocacy and to self-regulate their emotions.

Continuous improvement is our goal and our motto for students and staff is to be the best version of ourselves. We expect staff to model life-long learning and to strive towards excellence.

Our teachers are encouraged to take 90 hours of additional professional development to support them in their own pedagogy in integrated learning.

Our highly qualified staff works collaboratively to provide an integrated curriculum that is purposeful and helps students to understand real world situations. The schedule allows teachers to collaborate each week by grade level or department to plan and address the needs of grade students' academic, social, and emotional development needs. Students with more acute learning needs receive additional intervention through our Counseling and Enriched classes and our Specialized Academic Instruction courses. We have a COST, Coordination of Support Team that meets each week to discuss students' social and emotional needs. Once a week, students participate in advisory class that helps students learn positive social skills, problem solving strategies, and respect for all diversity, including different family structures and gender/sexual identification. All students are guided and encouraged to reflect on their own individual learning goals and to follow our four major rules: be respectful, be responsible, be safe and be an ally. Our Positive Behavior Intervention Program (PBIS) is the foundation of how we strategically target areas that may be barriers to students' success. We not only expect students to respect themselves, and others but to give back and to be an ally to the world around them. Wood School students and staff voluntarily participate in annual charity drives such as food for the Alameda Food Bank and the Animal Shelter. In addition, Wood school takes pride in our environmental award winning Service Learning Waste Reduction Program.

Family engagement is key to our success. Wood students come from families with a variety of socioeconomic backgrounds including military, professional, the service industries, independent business owners, and the skilled trades. With the support of the district office, Wood has provided Parent University nights to help parents improve their knowledge on how to navigate the education process and to support their child's academic growth. Wood School is proud of its active PTA that supports and promotes various activities such as fundraisers, Walk and Roll Day, field trips, teacher appreciation week, the school garden, school assemblies, and events such as the eighth grade promotion dance. In addition, the PTA supports our various enrichment classes. In addition to regular electives such as art, band, and drama, our students can take three additional courses throughout the year. Each trimester students can choose from golf, chess, gardening, coding, Google Squad, journalism, and Lego engineering to name a few.

We are proud of the rate of our reclassification and how well students perform after being reclassified. On the SBAC of 2018, 92% of our reclassified students met or exceeded in ELA and 70% met or exceeded in math. In addition, Wood Middle School is also elated in being awarded the Gold Ribbon

from the California Department of Education in 2017. Wood's STEAM program continues to be a learning ground not only for our staff, but for other educators in Alameda County. However, significant performance gaps by African American, Hispanic students and Socio-economic disadvantaged students still exist. Students with special needs are still achieving far below the general student body. It is our goal to close those gaps and ensure every child succeeds. Recent data indicates Hispanic and African American students are chronically absent far greater than their peers at 37% and 33% respectively. Of those chronic absences, Hispanic and African American have greater unexcused absences. Sixty-seven percent for African American and 63% for Hispanic absences are unexcused.

On the Spring SBAC of 2018, 58% of Wood's students met or exceeded the ELA standards and only 47.4% exceeded or met the standards in math. As we disaggregate the data, only 17% of African American students exceeded or met the standards in ELA and 15% in math. African Americans at Wood are 67.2% of our Socioeconomically disadvantaged students. In total, 42.3% of our SED students met or exceeded in ELA and 33.3% met or exceeded in math on the Spring SBAC of 2018. The Hispanic students scored 47 % in ELA and 33.4% in math. Our data reveals we must address the needs of our SED/African American students. There continues to be a significant achievement gap between this subgroup and the other groups.

In 2018, Wood Middle School had a Challenge Day to develop an environment where everyone felt safe, loved and celebrated. Diverse groups found common ground and made peace; friends healed past hurts and made amends; people ignited their passion for service and leadership. In addition, Wood Middle School has an annual multicultural night to raise awareness, learn from each other, celebrate differences and improve attendance.

All students have 70 minutes of advisory each week to build community, increase their reading endurance and teach social emotional learning.

Our COST team and counselors monitor the academic progress of students and provide tier two intervention by facilitating small groups and one on one intervention. We place select students on Check-in-Check Out (CICO) for frequent check-ins and incentives.

We schedule students in co-taught classes to provide additional academic support. Special Academic Instruction teachers co-teach.

Tier one strategies used include after school tutoring in math four days a week and teachers voluntarily open their classes to give support during lunch and after school. We have awards assemblies after each grading period to award perfect attendance, exceptional character and honor roll. Students can redeem acknowledgement tokens at the school store. All new and sixth grade students are assigned a WEB (Where Everyone Belongs) leader to help them acclimate to middle school.

# Districtwide Goals

## Excellence and Equity for ALL Students

### Local Control and Accountability Plan (LCAP) Goals

- Goal 1:** Student Engagement: eliminate barriers to student success and maximize learning time.
- Goal 2A:** Support all students in becoming college and work ready.
- Goal 2B:** Support all English Learners in becoming college and work ready.
- Goal 3:** Family Engagement: support parent/guardian development as knowledgeable partners and effective advocates for student success
- Goal 4:** Basic Services: Ensure that ALL students have access to the required basic services.

### District Theory of Action

#### If we:

- Implement an effective Multi-Tiered System of Support (MTSS) for academic (RtI) and behavioral (PBIS) instruction and intervention
- Engage parents/guardians as knowledgeable partners and effective advocates for student success
- Provide standards aligned instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
- Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

#### Through the following:

- Provide a Tier 1 academic program that provides effective first instruction for all students including social and emotional learning, universal screening, routine diagnostics, and progress monitoring, and data-based referral to appropriate interventions
- Within Tier 1, provide English Learners (ELs) appropriate Designated and Integrated English Language Development (ELD) instruction
- Provide Tier 2 and 3 academic and behavioral interventions that deliver targeted instructional support to students based on identified need
- Develop a welcoming school climate by providing PBIS, systematic behavioral supports, restorative practices and restorative justice, culturally responsive curriculum and instructional strategies to meet the needs of diverse learners
- Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and coteaching at 6-12
- Provide staff the appropriate training and ongoing support to implement effective instruction and intervention
- Provide parent/guardian education that develops capacity to advocate for student success, navigate the school system, and access resources

#### We will achieve the following:

- Students will be prepared for post-secondary success in both college and career
- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status

# Planned Improvements in Student Performance:

## LCAP Goal 1 - Eliminate barriers to student success and maximize learning time

### Identified Districtwide Goal 1 Needs

AUSD has a past practice of routinely reviewing both attendance and discipline data. This review has consistently identified the need for districtwide action to improve student outcomes in both areas. In recent years there has been additional focus on the disproportionate outcomes for specific subgroups in AUSD's exclusionary discipline (including suspension rate). Goals for all sites and students include:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate

### District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see [AUSD LCAP](#).

Annual Outcome		2016-2017 Actual		2017-18 Actual		2018-19 Target		2019-20 Target	
		District	Site	District	Site	District	Site	District	Site
<a href="#">Chronic Absenteeism</a> % of students who are absent 10% or more of their enrolled days		8.7%	8.9%	9.1%	10.6%	8%	7%	6%	5%
<a href="#">Suspension Rate</a> % of students suspended anytime during the year		2.7%	3.6%	2.8%	2.2%	2.2%	13%	2%	5%
<a href="#">Graduation</a> % of four-year cohort completing graduation requirements		89.2%		93.2%		93.5%		95%	
<a href="#">CHKS:</a> % of students reporting 'agree' or 'strongly agree' (sec) OR 'most of the time/all of the time' (elem) to feeling safe in their school	5th	84%		86%		88%		91%	
	7th	71%	75%	62%	82%	75%	85%	80%	87%
	9th	65%		60%		72%		79%	
	11th	65%		63%		72%		79%	

# School Site Analysis and Prioritized Actions (LCAP Goal 1)



## Description of CURRENT school actions/services in support of LCAP Goal 1:

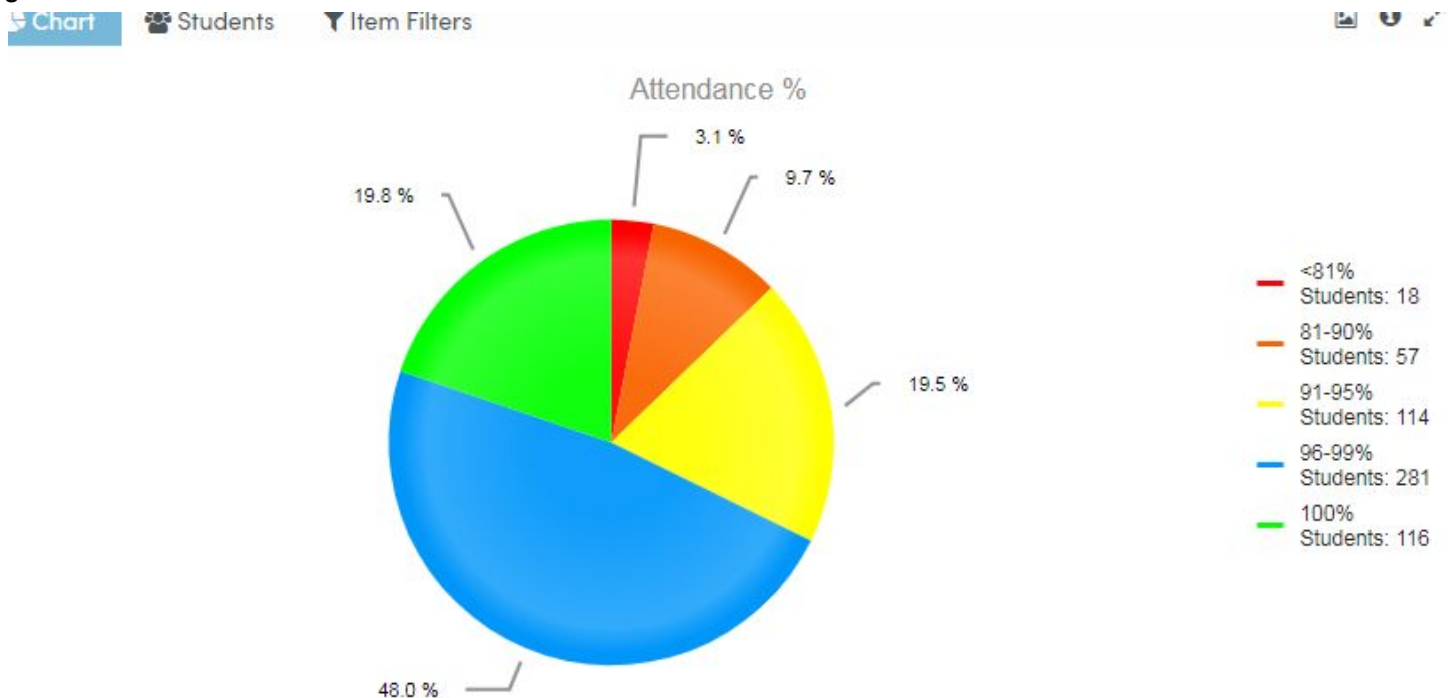
In order to eliminate barriers to student success and maximize learning time, we currently provide additional counseling to support small groups, provide frequent check-ins and personalize behavior and academic plans. This is to address the need for our adolescent students to have support with navigating middle school. We have a Student Support provider to contact families of truant students, and if needed, hold SART meetings to address reasons for truancy. Select staff members are trained WEB facilitators and Social Emotional learning curriculum is implemented during advisory. Awards assemblies and incentives are given to recognize and encourage academic achievement, attendance and citizenship. After school enrichment and academic support extends the learning and provides a place to complete assignments.



## Data Analysis:

Attendance: 53% of Socio-economic disadvantaged students are chronically or moderately absent as opposed to 12.8 for all students.

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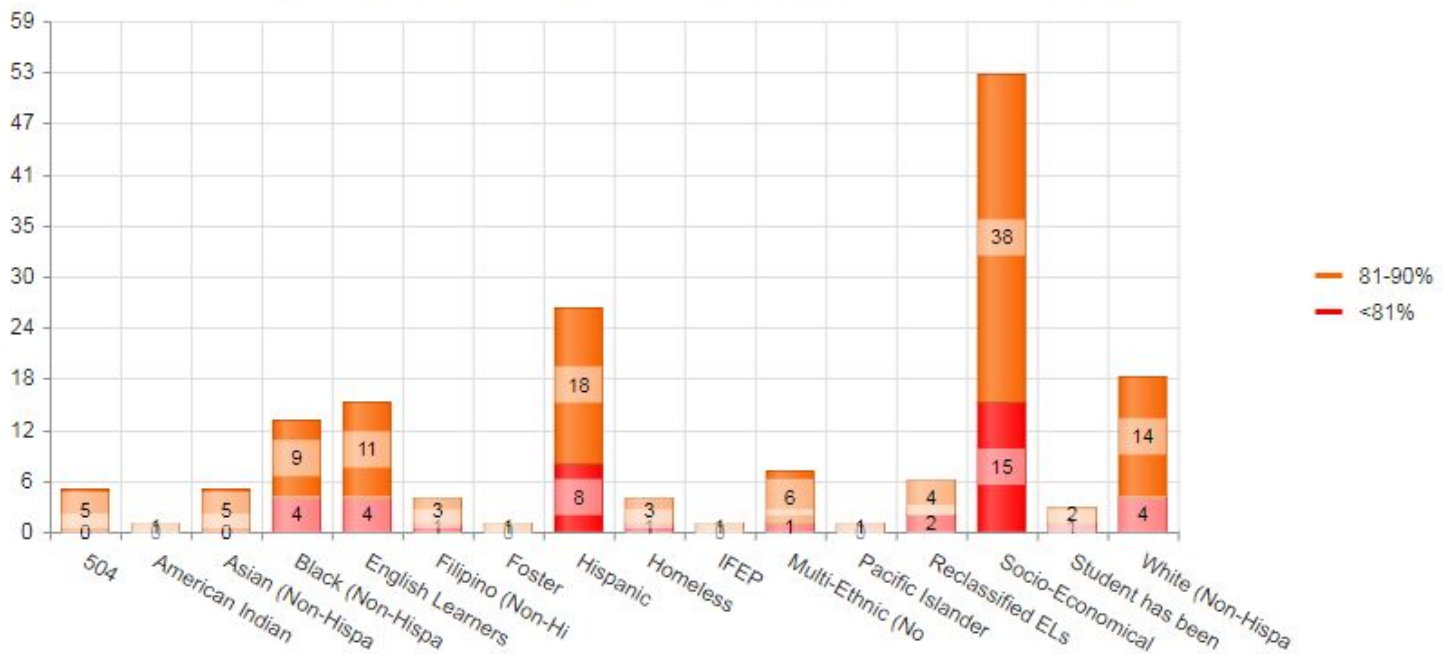


Schools: Wood MS

Grades: PS, TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



Number of Students Attendance % in Need of Improvement by Subgroup



ools: Wood MS

les: TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



## Needs Analysis:

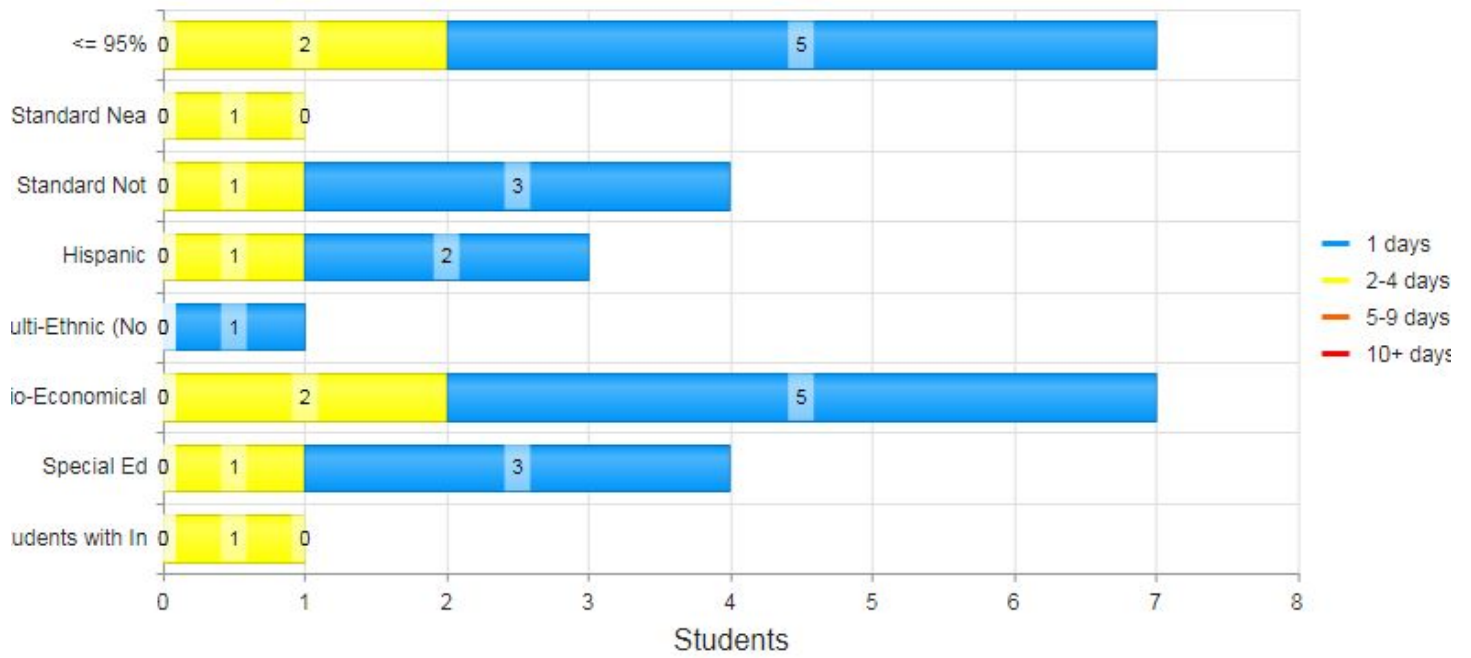
According to student surveys and attendance improvement plans, to increase attendance for SES students we will:

- Coordinate with the Family Involvement Coordinator to provide parent trainings around the importance of attendance.
- Coordinate with counselors to conduct home visits and build relationships with families
- Coordinate with community partnerships such as Alameda Community Collaborative
- Personally invite families to Back to School Night, Coffee with the Principal and other events
- Provide attendance incentives and grade level competitions
- Coordinate with AC transit to provide a direct bus line from Alameda Point

The results of our tardy survey reveal that transportation is a major factor in why some students do not get to school on time.

- Provide alternatives to suspensions
- Provide incentives for attendance

Student Suspensions by Subgroup






ools: Wood MS




des: TK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

# Site Goals, Actions, and Metrics (LCAP Goal 1)




Data Driven Improvement Timeline:

- August Implementation
- October Assess & Adjust with Leadership groups including SSC
- January Assess & Adjust with Leadership groups including SSC
- April Assess & Adjust SPSA for following year

 <b>Site Goal A</b>		<b>Decrease the overall chronic absenteeism for SES students by 5%</b>		
 <b>Metric(s) to Assess Impact</b>		<b>Attendance reports</b>		
#	 <b>Actions to Achieve Goal</b>	<b>Person(s) Responsible</b>	<b>Target Student Group(s)</b>	<b>Modifications from Timeline Above (If Applicable)</b>
1.A1	Attendance incentives	Administration	SED students	
1.A2	Conduct home visits	Counselors	SED students	
1.A3	Provide parent trainings	Counselors/Teachers	All students	
1.A4	Increase Counseling Support	Administration	All students	
1.A5	Provide Student Support Provider	Administration	All Students	

 <b>Site Goal B</b>		<b>Decrease the suspensions for SED students by 5%</b>		
 <b>Metric(s) to Assess Impact</b>		<b>Major discipline reports</b>		
#	 <b>Actions to Achieve Goal</b>	<b>Person(s) Responsible</b>	<b>Target Student Group(s)</b>	<b>Modifications from Timeline Above (If Applicable)</b>
1.B1	Restorative Practices	Administration	All Students	
1.B2	Provide Check-in and Check-out (CICO)	Student Support	SES Students	

		Provider/Assistant Principal		
1.B3	Provide counseling Services	Counseling	SES Students	

 <b>Site Goal C</b>				
 <b>Metric(s) to Assess Impact</b>				
#	 <b>Actions to Achieve Goal</b>	<b>Person(s) Responsible</b>	<b>Target Student Group(s)</b>	<b>Modifications from Timeline Above (If Applicable)</b>
1.C1				
1.C2				
1.C3				

## Planned Improvements in Student Performance: LCAP Goal 2 - Support students in becoming college and work ready

### **Identified Districtwide Goal 2 Needs**

Alameda Unified is committed to the goal of preparing all students for college and work beyond their PreK-12 career. In examining current outcomes for all students and subgroups in UC a-g eligibility and other achievement indicators, there is a clear need to improve overall and targeted programs supporting increased college readiness.

- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness

A review of districtwide data clearly demonstrates the need for a focused increase of services for English Learners. Alameda Unified is currently focused on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans.

- Improve English Learner (EL) Achievement
- Implementation of State Standards for English Learners



## District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see [AUSD LCAP](#).

Annual Outcome		2016-17		2017-18		2018-19 Target		2019-20 Target	
		District	Site	District	Site	District	Site	District	Site
<a href="#">Math SBAC</a> : Average Distance from Level 3 (Standard Met)		10.8	-30.7	14.3	-21.5	18	20	24	25
<a href="#">ELA SBAC</a> : Average Distance from Level 3 (Standard Met)		32.8	-10.5	36.8	13.1	40	25	45	30
<a href="#">UC 'a-g' Completion</a> : % of 12th grade cohort that has met UC 'a-g' requirements		52.6%		53.3%		55%		60%	
<a href="#">AP Exam Pass Rate</a> : % of Exams w/score of 3+ 10th & 12th students		68.5%				74%		75%	
AP Enrollment: % of 10th-12th students in at least 1 AP course		45.3%		50%		53%		56%	
CTE Pathway Completion: % of 12th grade students who have completed a CTE pathway									
CTE Pathway Enrollment % of high school students enrolled in CTE pathway coursework									
<a href="#">College/Career Readiness</a> : % of high school graduates who placed in the 'prepared' level for the College/Career Indicator		53.4%		56.6%		59%		64%	
EL Reclassification: % of English Learners who were redesignated as RFEP		13.8%	15%	11%	12%	13%	15%	15%	18%
ELPAC: % of students scoring 'moderately' or 'well developed'				80.8%	54.1%	82%	60%	84%	70%
At-risk LTELs: % of English Learners at-risk of becoming Long Term English Learners (LTELs)	K-5th	9%		12%		6%		4%	
	6th-8th	7%	2%	3%	1%	2%	1%	2%	1%
	9th-12th	10%		5%		4%		3%	
English Learner Access to CCSS: % of non-newcomer English Learners accessing CCSS w/English-only peers	K-5th	98.3%		98.3%		99%		100%	
	6th-12th	76.3%		97%	100%	98%	100%	100%	100%
ELD Standards Implementation: % of ELs receiving designated ELD	K-5th	62.8%		70%		98%		100%	
	6th-12th	63.2%		61%	97%	98%	100%	100%	100%

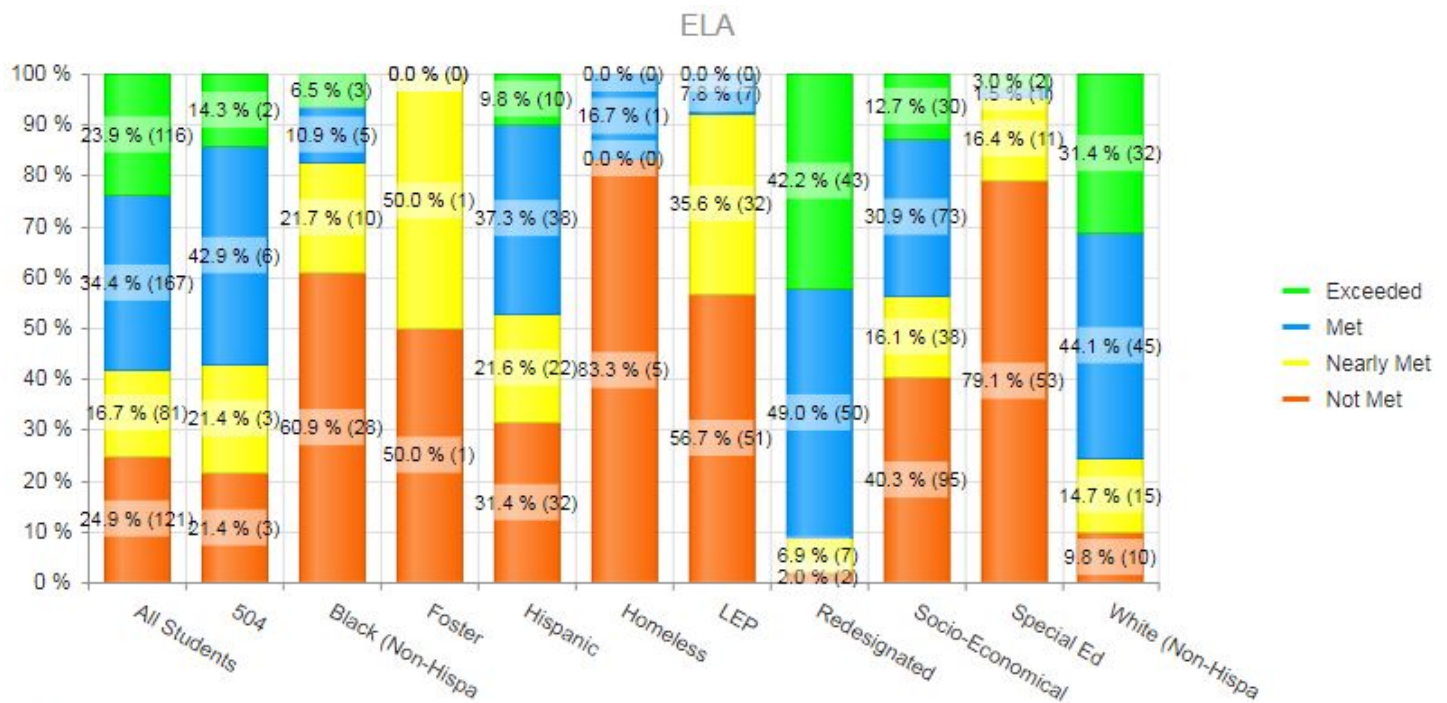
# School Site Analysis and Prioritized Actions (LCAP Goal 2)

## **Description of CURRENT school actions/services in support of LCAP Goal 2:**

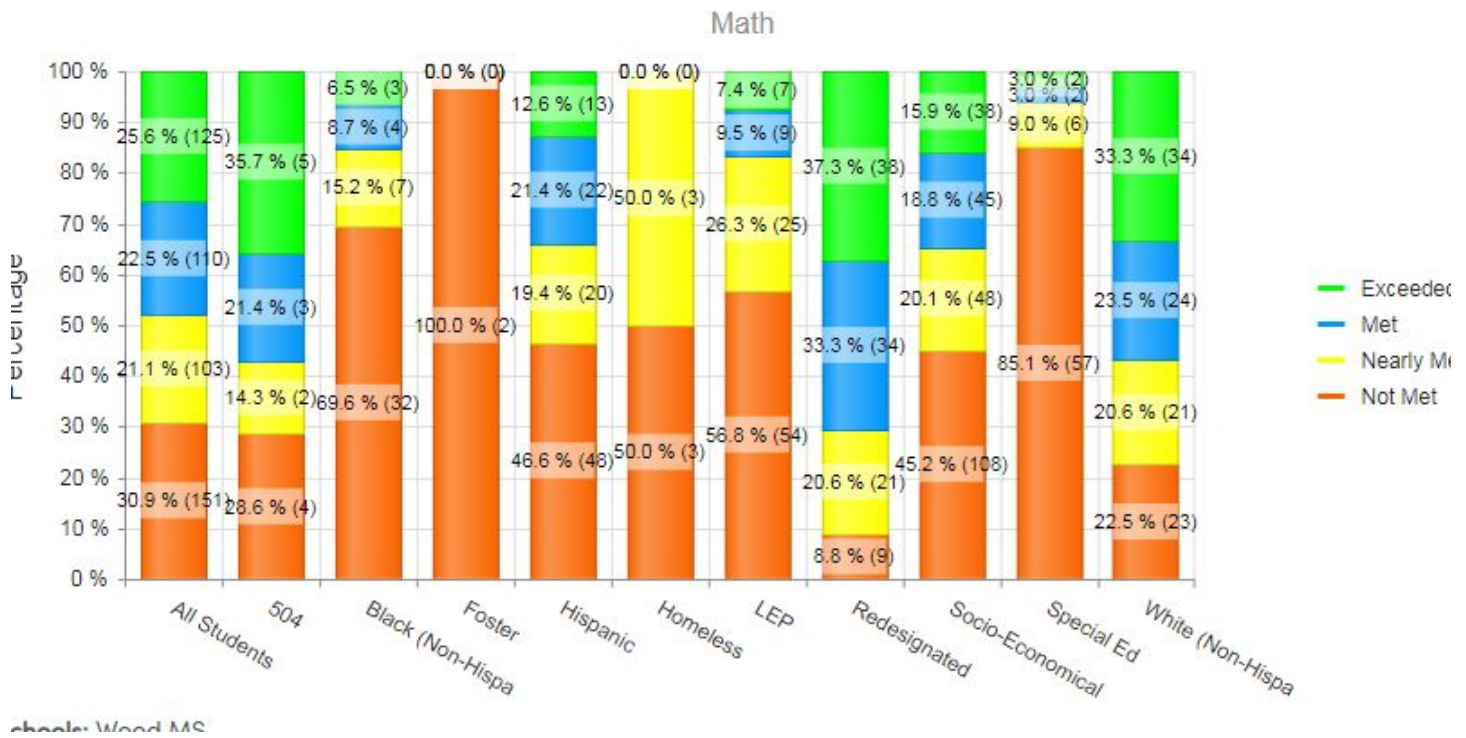
Currently, Wood Middle School focuses on integrating the curriculum to engage and support all students despite their ethnicity, class or English language level. We provide para-educators to support our English language learners and an Integrated Learning Coach to support tier 1 supports in the classroom. In addition, Wood Middle School encouraged educational excursions and hands-on curriculum materials to engage various modalities. We also highly encourage every educator to participate in Constructing Meaning and Alameda County Office of Ed's Integrated Learning professional development. Our master schedule allows for educators to collaborate every week to ensure every student in becoming college and work ready.

- Grade level team and department meetings collaboration on in cycles of inquiry
- Small group intervention during Lifeskills/electives
- NewComer classes for ELI students Levels 1
- Studio Habits of Mind Across Disciplines
- Utilization of Understanding Goals and Language Objective across disciplines
- Project Based Instruction

## **Data Analysis:**



ools: Wood MS



## Needs Analysis:

One of our greatest needs is to decrease the achievement gap of our African American and Hispanic students between the other subgroups. Even though the African American improved in ELA and math over the past three years, they fall far below the other subgroups. African American went from 22% in 2016, 25% in 2017 and 30% met or exceeded in ELA in 2018. In math, African American went from 18.6% in 2016 and 21% in 2018 met or exceeded. In math, Hispanic students went from 28.8% in 2016 to 32.8% met or exceeded on the SBAC. We've also seen a steady increase in math within our Hispanic subgroup in ELA over the past three years from 43% to 48% met or exceeded the standard.




Our data also reveals that a significant number of these two subgroups are socioeconomically disadvantaged. Overall, 49.7% of our students are socioeconomically disadvantaged. Seventy-two percent of the African American students and 63% of our Hispanic students are socioeconomically disadvantaged.









# Site Goals, Actions, and Metrics (LCAP Goal 2)

Data Driven Improvement Timeline:

- August Implementation
- October Assess & Adjust with Leadership groups including SSC
- January Assess & Adjust with Leadership groups including SSC
- April Assess & Adjust SPSA for following year

 <b>Site Goal A</b>		Increase the number of SED students who meet or exceed ELA standards as measured on the SBAC from 43.6% to 65%.		
 <b>Metric(s) to Assess Impact</b>		SBAC and Benchmark Assessments		
#	 <b>Actions to Achieve Goal</b>	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
2.A1	Utilize the ongoing benchmark data	Grade level teams	SED	
2.A2	Strategically use the SBAC aligned IABs to support areas of growth	Classroom teachers, Grade level teams	SED	
2.A3	Provide interventions for targeted students	COST team Classroom teachers	SED	
2. A4	Provide additional support before and after school	Administration	SED	

 <b>Site Goal B</b>		Increase the number of SES students who meet or exceed math standards as measured on the SBAC from 34.7% to 55%.		
 <b>Metric(s) to Assess Impact</b>		SBAC and Benchmark assessments		
#	 <b>Actions to Achieve Goal</b>	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
2.B1	Utilize the ongoing benchmark data	Grade Level teams	SED	
2.B2	Strategically use the SBAC aligned IABs to support areas of growth	Classroom teachers, Grade level teams	SED	
2.B3	Provide interventions for targeted students	COST team Classroom teachers	SED	

 <b>Site Goal C</b>		<b>Increase the number of EI students scoring moderately or well developed from 60% to 70% as measured on the ELPAC</b>		
 <b>Metric(s) to Assess Impact</b>		<b>Informative assessments and ELPAC</b>		
#	 <b>Actions to Achieve Goal</b>	<b>Person(s) Responsible</b>	<b>Target Student Group(s)</b>	<b>Modifications from Timeline Above (If Applicable)</b>
2.C1	Implement a master schedule to support newcomers	Administration	ELL	
2.C2	Review ELPAC and SBAC data and set individual goals for English language learners	Classroom teachers	ELL	
2.C3	Monitor Constructing Meaning and Designated ELD strategies in the classrooms	Administration/Coach	ELL	
2.C4	Provide Para educator support to students	Administration/Teachers	ELL	

## Planned Improvements in Student Performance:

### LCAP Goal 3 - Support parent/guardian development as knowledgeable partners and effective advocates for student success

#### Identified Districtwide Goal 3 Needs

AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students.

- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.

#### District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see [AUSD LCAP](#).

AUSD uses the WestEd [California School Parents Survey \(CSPS\)](#) to measure LCAP goal 3

Annual Outcome	2016-17		2017-18		2018-19 Target		2019-20 Target	
	District	Site	District	Site	District	Site	District	Site
% of respondents that strongly agree or agree that school actively seeks input of P/Gs before making important decisions	62%	77%	62%	64%	70%	75%	75%	80%
% of respondents that strongly agree or agree that P/Gs feel welcome to participate at their school	78%	85%	84%	88%	85%	90%	89%	95%
% of respondents reporting that they have attended one or more school or class event at school	90%	87%	94%	82%	95%	85%	96%	95%

# School Site Analysis and Prioritized Actions (LCAP Goal 3)



## **Description of CURRENT school actions/services in support of LCAP Goal 3:**

In an effort to include families as partners, critical stakeholders, and site based decision makers Wood Middle School will :

- Continue to actively outreach to all families and specifically those whose voices have been historically underrepresented.
- Continue to provide opportunities to seek parent input such as Coffee with the principal, PTA meetings and school events
- Align our PTA resources and with the school's vision
- Continue to offer parent workshops and trainings
- Provide an end of the year parent/guardian trainings
- Continue to provide a beginning of the year family social
- Continue to utilize all communication avenues such as REMIND, newsletters and Robo-calls



## **Data Analysis:**

The percentage of families that responded to the survey reported that strongly agree or disagree that parents or guardians feel welcome to participate at their school increased from 85% to 88%.

However, the percent of respondents that strongly agree or agree that school actively seeks input of parents and guardians before making important decisions decreased from 77% to 64%.






## **Needs Analysis:**




Continue to seek the input of all parents and inform them of important events through various means of communication. Give an end of the year parent/guardian survey to seek input and to assess parent involvement.




# Site Goals, Actions, and Metrics (LCAP Goal 3)

Data Driven Improvement Timeline:

- August Implementation
- October Assess & Adjust with Leadership groups including SSC
- January Assess & Adjust with Leadership groups including SSC
- April Assess & Adjust SPSA for following year

 <b>Site Goal A</b>		To increase the number of parents/guardians providing input on important decisions from 64% to 75%.		
 <b>Metric(s) to Assess Impact</b>		End of the year parent/guardian surveys		
#	 <b>Actions to Achieve Goal</b>	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
3.A1	Schedule monthly Coffee's with Principal	Principal	All families	
3.A2	Administer family input survey	Principal	All Families	
3.A3	Provide ongoing communication through REMIND, robo and newsletters	Principal	All Families	
3. A4	Invite ELL families to participate in ELAC	Principal and ELL Committee	ELL Families	

 <b>Site Goal B</b>				
 <b>Metric(s) to Assess Impact</b>				
#	 <b>Actions to Achieve Goal</b>	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
3.B1				
3.B2				
3.B3				

 <b>Site Goal C</b>					
 <b>Metric(s) to Assess Impact</b>					
#	 <b>Actions to Achieve Goal</b>	<b>Person(s) Responsible</b>	<b>Target Student Group(s)</b>	<b>Modifications from Timeline Above (If Applicable)</b>	
3.C1					
3.C2					
3.C3					

# Planned Improvements in Student Performance:

## LCAP Goal 4 - Ensure that all students have access to basic services

### Identified Districtwide Goal 4 Needs

A review of Alameda's data in the areas of basic services indicates that, broadly, AUSD is providing students with quality teaching staff, adequate materials, and a safe learning environment. However, it is AUSD's goal to continuously improve the conditions for learning beyond the minimum standard and the district will continue to strive toward maximizing the quality of basic services.

- Maintenance of a highly qualified teaching staff. As specified through the recent differentiated assistance process, the recruitment and retention of qualified Special Education teachers is a particular need.
- Provision of adequate instructional materials
- Maintenance of a safe learning environment

### District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see [AUSD LCAP](#).

Annual Outcome	2016-17		2017-18		2018-19 Target		2019-20 Target	
	District	Site	District	Site	District	Site	District	Site
% of Teachers fully credentialed and highly qualified	95%		97.9%		98%	100%	99%	100%
% of Teachers qualified to teach English Learners	98.8%		98.8%		100%	100%	100%	100%
% of Teachers appropriately assigned	99%		99%		100%	100%	100%	100%
# of substantiated Instructional Materials Williams complaints per year	0	0	0	0	0	0	0	0
% of School sites scoring at least 'good' using Facilities Inspection Tool (FIT)	100%		100%		100%		100%	

# Summary of Expenditures to Achieve Site-Specific Goals

<b>Site Budget Allocations</b>	LCFF Base	T1 SES	Title 1 Pi	Title 1	Disc				
	\$37,945.00	\$52,333.00	\$26,016.00	\$85,340.00	\$71,782.00				
<b>Summary of Expenditures to Achieve Site-specific Goals</b>									
Action Number(s)	Target Student Group(s)	Expenditure Amount						Expenditure Type	
		LCFF Base	T1 SES	T1 Pi	Title 1	Disc	PTA/ Donation		
1.A4	All					\$18,400.0		Personel	
1.A4	All	\$27,600.00						Personel-	
1.A5					\$28,820.00				
2.A4			\$43,395.00					Hourly personnel	
2.C4						\$23,427.00		Personel	
2.C4					\$53,266.00			Personel	
		\$10,000.00						Supplies	
			\$8,938.00					Supplies	
				\$21,713.00				Supplies	
				\$4,303.00				Personnel /intern	



# Categorical Funding Summary

## Categorical and Supplemental Program Funding Included in this Plan

If applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Title 1 Program Component	Allocation
Title I, Part A: Schoolwide Program <u>Purpose</u> : Upgrade the entire educational program of eligible schools in high poverty areas	\$ 85,340
Title I, Part A: Alternative Supports <u>Purpose</u> : Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 53,333
Title I, Part A: Program Improvement - Professional Development <u>Purpose</u> : Improve teaching and learning at schools within districts that have been identified for Program Improvement (PI)	\$ 26,016
Total amount of federal categorical funds allocated to this school	\$ 164,689

# School Site Council (SSC) Membership

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

<b>Names of Members</b>	<b>Gender</b>	<b>Race/ Ethnicity</b>	<b>Primary Language</b>	<b>ROLE*</b>
Blanche Kim	F	Chinese	English	President/Parent
Norbert Grover	M	Black	English	Parent
Karen Cowell	F	White	English	Parent
Maya Nguyen	F	Vietnamese	Vietnamese	Student
Christine Cheung	F	Chinese	English	Student
Lauri Costigan	F	White	English	Staff
Abigail Korver	F	White	English	Staff
Naveed Zainab	F	Arabic	English	Staff
Cammie Harris	F	Black	English	Staff
Tamara Centano	F	Hispanic	Spanish	Staff
<b>#s of members of each category</b>				10

**\*Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student**  
**50% of the SSC is elected parents and community members and 50% is elected school staff.**

## **CALIFORNIA EDUCATION CODE Section 52012**

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter. The council shall be composed of the principal and representatives: 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.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

# Site Validation Questions

1. Does the SSC composition meet the California Education Code (EC 52852)? If not, what is needed?

Yes, we have a 10 member composition that meets the CDE code.

2. Does the race/ethnic/primary language composition of the SSC reflect your school population?

The ethnicity is a representation of our school. However, the primary language is not.

3. If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations?

We have a parent liaison that has a duty to engage all populations.

4. If your school is required to have an English Learner Advisory Committee (ELAC), how was input received from the ELAC in the development of the School Site plan?

Our English language development (ELD) coach and principal gets input on the SPSA from the ELAC.

## RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan

**(Check those that apply):**

\_\_\_ School Advisory Committee for State Compensatory Education Programs

☒ English Learner Advisory Committee

☐ Community Advisory Committee for Special Education Programs

☐ Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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.
6. This school plan was adopted by the school site council on:

Attested:

Cammie Harris

Typed name of school principal



Signature of school principal

5-9-19

Date

Blaiche Kim

Typed name of SSC Chairperson



Signature of school principal

5-9-19

Date

## APPENDIX A: Special Education Addendum

### Question:

*Are special education staff members providing support to general education students at your school site?*

Yes

*If so, please provide a description of the ways in which support/services are provided:*

*We are working towards a full inclusion service model. Whereas special ed staff specifically support and serve students with IEPs, they also serve to support general ed students in co-teaching classes. In addition, the special education staff collaborates with the general ed staff on providing tier one accommodations to students in need.*

# APPENDIX B: Title 1 Schoolwide Program Plan

## COMPONENT 1: COMPREHENSIVE NEEDS ASSESSMENT

- The English Language Advisory Group meets regularly throughout the year and provides feedback on how their children are doing and needs still to be met.
  - School Site Council meets monthly to monitor the Single School Plan, to problem solve issues that arise in the community and to provide input on possible initiatives.
  - PBIS team reviews the Tiered Fidelity Inventory (TFI) data twice a year to prioritize and identify areas of need.
  - PTA also meets monthly. In these meetings issues often surface that come back to one of the advisory councils or to staff.
  - Student achievement is assessed annually through multiple measures at the district level (benchmark assessments in English Language Arts (ELA) and math) and state level (Smarter Balanced Assessment (SBAC) as well as California Standards Test (CST) in science. This data is reviewed by staff and SSC. Data is presented to PTA.
- Grade level teams meet in Grade Level Study Teams for grade level collaboration to review student progress by looking at student work and benchmark data. Teams develop intervention plans and then monitor student progress throughout the year.
- Department meeting are held every month to review curriculum and progress of students towards standards.
- Physical fitness testing is given in grade 7. Next year we will continue to help students set goals and to provide them feedback throughout the year on progress towards the goal. We will also pretest in the winter and send that data home to families as a way to connect with parents and to get them on board with the goals we have for student fitness.
- Needs Assessment Results:

The ELA and math benchmarks, based on the newly implemented CCSS, provided some information to teachers but it informed the district wide system more than giving results on specific strengths and

weaknesses in a class. Teachers reviewed the data and learned what they could by identifying specific standards where students needed more time or different instruction.

- An achievement gap is notably evident in language arts between Hispanic/African American and White/Asian as well as between English Learners and non-English Learners. This gap persists as seen on local assessments and student work. We implement Systematic English Language Development (ELD) this spring as teachers receive ongoing training.

## **COMPENENT 2: SCHOOLWIDE REFORM STRATEGIES**

- Wood School has implemented a variety of structural, staffing and pedagogical changes since being designated as a PI school in 2010. Many of these efforts were implemented simultaneously, so it is difficult to assign improvements to any one change or strategy. However, Wood has become a California Gold Ribbon School.
- Moved to a 6-period day which increased instructional time in each subject
- Eliminated Core structure, which enabled teachers to focus on specific subject area content
- Went to a drop block schedule to ensure students have sufficient time to go deeper in their thinking and complete projects
- Designed a nine week math intervention class for specific students to target specific math skills in lieu of an elective
- Revised curriculum of Learning Center (Staff consulted with AUSD Special Education Department and Professional Developers from University of Kansas SIM Program. WMS piloted revised program.)
- Fully implemented Inquiry by Design, which poised WMS ELA teachers to be able to transition to CCSS
- Provided lunchtime and afterschool tutoring by classroom teachers targeting SED students
- Practiced school wide implementation of Constructing Meaning strategies and key SIM components
- Provide Integrated Learning professional development for all teachers.
- Implemented Challenge Day for 100 students and assembly school-wide.
- Created a counseling support team (Ruffin, Doddridge) to monitor student progress, address conflicts, changed climate and provide better social-emotional support, enabling students to focus on learning in the classroom. Counselors have implemented structures for student recognition, mentoring and improving the home-school connection (i.e. parent information and training events,

## **Rationale for Restructuring Option**

By creating an Integrated Learning culture with a STEAM (science, technology, engineering, arts, and mathematics) focus, WMS will increase student participation, engagement, and achievement as well as prepare students for the unknown challenges of a rapidly changing world. Integration requires collaboration, research, intentional alignment and practical application on behalf of the teachers who take on this challenge. From the students, integration demands creativity, problem solving, perseverance, collaboration and the ability to work through the rigorous demands of multiple ideas and concepts woven together to create real world, generative learning opportunities that engages their thinking and processes towards performance based learning. Integration is not simply combining two or more contents together. It is an approach to teaching which includes intentional identification of naturally aligned standards, taught authentically alongside meaningful assessments which take both content areas to a whole new level. Put together, these components set the foundation for how we will facilitate the Common Core State Standards.

Integrated Learning (IL) will be the unifying instructional approach that builds cohesion and purpose into the classroom teaching at Wood Middle School. Through the lens of IL, teachers will connect the content of STEAM to all academic subjects through projects, exploration and inquiry.

### **Integrated Learning: Culturally Responsive Pathways to Student Success**

WMS will partner with ACOE to provide Integrated Learning Training to all teachers through their integrated Learning Specialist Program (ILSP: <http://www.artiseducation.org/what-we-do/our-programs/integrated-learning-specialist-program>). This training aligns with the work of Maya Lin School and improves classroom teaching and learning across all subject areas through arts integration, performance-based assessments, and collaborative curriculum design. This successful, research-based approach builds upon Harvard's Project Zero pedagogies: Teaching for Understanding, Studio Habits of Mind, and Making Learning Visible. The training will provide teachers with skills to navigate the transition to Common Core State Standards and enable them to implement relevant curriculum across disciplines, assess what students know and can do, and to differentiate to meet the needs of every student.

## **STEAM**

According to the California Department of Education a STEM education is a sequence of courses or program of study that prepares students, including underrepresented groups for successful employment, post-secondary education, or both that require different and more technically sophisticated skills including the application of mathematics and science skills and concepts, and to be competent, capable citizens in our technology-dependent, democratic society.

Why STEAM? STEM to STEAM is a Rhode Island School of Design led initiative to add Art and Design to the national agenda of STEM education and research in America. STEM + Art = STEAM. The goal is to foster the true innovation that comes with combining the mind of a scientist or technologist with that of an artist or designer.

1. *Science* is the study of the natural world, including the laws of nature associated with physics, chemistry, and biology and the treatment or application of facts, principles, concepts, or conventions associated with these disciplines.
2. *Technology* comprises the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating technological artifacts, as well as the artifacts themselves.
3. *Engineering* is a body of knowledge about the design and creation of products and a process for solving problems. Engineering utilizes concepts in science and mathematics and technological tools.
4. *Art* is the explorative vehicle demonstrating the expression of bigger concepts of creativity, innovation, critical thinking, problem solving, communication, collaboration, flexibility, adaptability and social and cultural skills.
5. *Mathematics* is the study of patterns and relationships among quantities, numbers, and shapes. Mathematics includes theoretical mathematics and applied mathematics.

STEAM education is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world problem-based and performance-based lessons. At this level, STEAM education exemplifies the axiom "the whole is more than the sum of the parts."

STEAM education in the Middle Grades:

- Introduces an interdisciplinary program of study consisting of rigorous and challenging courses and aligns with Integrated Learning Frameworks.
- Continues to provide standards-based, structured inquiry-based and real world problem-based learning that interconnects STEAM-related subjects.
- Bridges and connects in-school and out-of-school learning opportunities.
- Increases student awareness of STEAM fields and occupations, especially for underrepresented populations.
- Increases student awareness of the academic requirements of STEAM fields and occupations.
- Begins student exploration of STEAM related careers, especially for underrepresented populations.

To make the transition to STEAM viable and effective, Wood Middle School staff will leverage programs that are already in place; Integrated Learning with ACOE, Service Learning Waste Reduction

Project (SLWRP) with StopWaste.Org and the EPICS/Teen Techs Robotics program with Purdue University.

### **Professional Learning Community (PLC)**

The work of PLCs revolves around three key questions:

What do we want students to learn?



How will we know when they have learned it?

What will we do when students are not achieving?

Wood staff will actively participate in ensuring that ALL students achieve, committing to constant examination of data and practices, and functioning as a community (not as silos) so that all students will benefit from a choreographed program of planning, best-practices instruction, assessment, intervention and enrichment. This sort of comprehensive, school-wide, frontal approach to ensure academic achievement for all underlies all PLC-led schools and accounts for many of them receiving United States Department of Education Blue Ribbon Awards for raising student achievement in schools with true heterogeneity in terms of socio-economic status, race and former academic performance levels.

### **Teaching and nurturing the whole child**

It is the intent of the faculty of Wood Middle School to provide a safe and nurturing environment where the academic, social-emotional and physical needs of a child are supported. This will be done through school wide implementation of AUSD adopted Positive Behavior Intervention System (PBIS), systemic Response to Intervention (RTI) and mentorship through an Academic-Social Advisory taught by all credentialed faculty.

All students will be members of small learning communities where teachers will collaborate to create meaningful, and aligned content in a balanced academic program. Wood Middle School in partnership with AUSD and HTA will begin developing a plan for a Full Service Community School to be phased in over the next five years.

Staff will participate in training to implement a 6<sup>th</sup> Grade orientation and mentoring program led by representative 8<sup>th</sup> grade students. This program will help facilitate and ease the transition to middle school. In response to the high mobility rate at WMS, a systematic approach to welcoming and assimilating students who enroll throughout the school year will be implemented and monitored through the advisory course.

### **COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS**

The school site, together with the district personnel office, works to ensure that teachers are highly qualified, as defined by NCLB. District office reviews teachers' credentials and files with the site managers and maintains required documentation. One hundred percent of Paden's teachers are highly qualified and have CLAD or CLAD alternative certification.

### **· COMPONENT 4: PROFESSIONAL DEVELOPMENT**

- Teachers and administrators will be trained in Integrated Learning by Alameda County of Education. Eighty percent of the staff completed all three courses by May of 2018.
  - A team of teachers and administrators are received training on Response to Intervention. The training was completed by June of 2014. The team trained remaining teachers and para-educators on differentiation and ensure Tier 1 interventions are implemented in all courses. Training to build all staff's capacity to deliver lessons in whole and small group instruction, with clearly articulated learning objectives, and using gradual release model will be ongoing. Teachers will utilize a variety of teaching strategies, including SIM, IBD and multiple methods and modify assignments and assessments.
  - All teachers and para-educators will be active members of authentic professional learning communities. PLC's meet and complete first cycle of inquiry and end of unit culminating project-based assessment. Each month, PLCs will be released to have additional collaboration time to plan integrated lessons.
  - Character curriculum and Social Emotional Learning for the advisory class aligned to the anti-bullying initiative, TUPE and Lifeskills, will be developed. All students will participate in a weekly, multi-grade level advisory to foster school community, and to support students' social and emotional development.
  - Administrators and teachers will continue being trained on Positive Behavior Intervention Supports (PBIS). School wide incentives, student expectation grid, and consequences will be completed. In addition, all students will be enrolled in an advisory class.
- 
- **Implementation of Common Core State Standards (CCSS) continues to be the focus of the majority of professional development this year. The Instructional Leadership Team. The team also offered support monthly during a Wednesday late start day.**
- 
- **Wood had a full day training on Brain Compatibility from Dr. Ken Wesson.**
  - **Teachers worked with math coaches weekly.**
  - AUSD offered our school Positive Behavior and Intervention Systems (PBIS) training this Wood School has implemented a variety of structural, staffing and pedagogical changes since being designated as a PI school in 2010. Many of these efforts were implemented simultaneously, so it is difficult to assign improvements to any one change or strategy.
  - Moved to a 6-period day which increased instructional time in each subject

- Eliminated Core structure, which enabled teachers to focus on specific subject area content

Designed an alternative 8<sup>th</sup> grade pre-algebra math course (Site administration recognized poor performing students in algebra were not successful despite being enrolled in a supplemental math intervention class., so staff revamped placement criteria for placing students in Algebra.)

Revised curriculum of Learning Center (Staff consulted with AUSD Special Education Department and Professional Developers from University of Kansas SIM Program. WMS piloted revised program.)

Fully implemented Inquiry by Design, which poised WMS ELA teachers to be able to transition to CCSS

Provided lunchtime and afterschool tutoring by classroom teachers

Practiced school wide implementation of key SIM components

Invested in the training of an onsite SIM Professional Developer to provide coaching and training.

# APPENDIX C: Innovative Program Review of Progress - Guiding Questions

Innovative Programs annually complete a Review of Progress process that, effective 2015-16, is consolidated with the SPSA. Following are guiding questions that must be addressed by each Innovative Program within the SPSA, with expanded data and narrative as needed. Next to each question the page(s) are noted where the answer can be found in the body of the SPSA.

## **Setting the Stage**

1. When and why did the program start?
2. What is the vision and mission of the program?
3. What are the goals of the program?
4. What are the student performance expectations resulting from being a different type of program?
5. How will the program measure progress towards goals?
6. How will the school know that students are learning?
  - a. What will this look like in the classrooms?
7. How will the school know whether students are engaged?
  - a. What will this look like in the classrooms?
8. Identify the types of data will be used to collect, disaggregate, analyze, and report student performance?
9. How will the program encourage parental and community input and involvement?

## **Leading for High Performance**

1. How is the stated vision and mission related to student needs, current educational research and the belief that all students can achieve at high levels? Evidence?
2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program? Evidence?
3. To what extent do all students receive appropriate support and have access to a system of personal support services, activities, and opportunities? Evidence?
4. To what extent do teachers use a variety of strategies, resources, and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help students succeed at high levels? Evidence?
5. To what extent do teachers analyze data collaboratively? Evidence?

## ***Theory of Action***

1. Given the current reality, what is the Theory of Action?
2. Based on the data and Theory of Action, what are the SMARTe goals for student performance in ELA and math?
3. Based on the data and Theory of Action, what are the SMARTe goals for closing the access and achievement gap?

## **Improving our Teaching Practices**

1. Describe, summarize, and analyze the identified data related to student academic achievement.
  - Comment on the allocation and usage of resources based on data analysis.
2. How do teachers use data findings to modify teaching practices to improve learning outcomes?
  - What effective strategies are used to evaluate student learning and engagement?
3. To what extent is the staff involved in PD that relates to the SMARTe goals and deepens a teacher's skill set?
4. How are teachers provided feedback on instructional practices to improve instruction?
5. How is the program's theme integrated into your teacher practices and learning outcomes?

## **Findings and The Road Ahead**

1. Identify and discuss significant accomplishments. What learning and surprises emerged?
2. Identify and discuss the areas that need improvement. Why?
3. Given the successes and mistakes this year, what will be changed next year? How will things be done differently?
4. Discuss how the program has changed over time.