

Will C. Wood Middle School



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Presentation Goals

Will C. Wood is a comprehensive STEAM school with an integrated learning focus. We are a school that receives Title I funding and we are proud to be the middle school newcomer site for Alameda Unified School District.

Wood's Racial Demographics for 2022/23

- American Indian: 0.3%
- Asian:
- Black/AA:
- Filipino:
- Hispanic:
- Intentionally left blank: 2.8%
- Multiethnic:
- Pacific Islander: 0.8%
- White: 22.2%



SPSA Approach and Progress

- All teachers will call homes of Black/AA families three times a year.
- Teachers will know the STAR reading scores for all Black/AA students to re-emphasize the focus on Black/AA student achievement.
- Teachers and staff will attend District training on Hopes & Dreams conferences.
- Full-time Intervention Lead will support restorative practices to reduce suspensions for all student demographics.

SPSA Approach and Progress, *continued...*

- AVID will be offered for 6th graders supporting a college going culture and preparedness. AVID has a 3 year expansion plan.
- Scholar students will be supported by an Advisor who will also attend SARTs for their caseload & support student attendance at after school Lexia Lab. They will continue to co-host evening events for parents; participate on COST and be the BSU advisor.
- IDEAL will support PD for culturally responsive practices and integrated learning providing multiple access points to learning.

SPSA Approach and Progress, *continued...*

Star Reading Proficiency Rate (District Benchmark)

Percent of students above the 25th percentile rank on the Star Reading assessment. Uses the most recent score in the given district screening window

CHOOSE TIME PERIOD

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Fall Winter Spring	Fall Winter	Fall Winter Spring Summer School	Fall Winter Spring Summer School	Fall Winter Spring

CHOOSE CONTENT

Overall

FILTER BY

Wood Middle ...

COMPARE BY

Primary Ethnicity

Overall – Compared By: Primary Ethnicity – Filtered By: Wood Middle School

	Fall 21-22 ↑	Winter 21-22 ↓	Spring 21-22 ↑	Summer School 21-22 ↑	Fall 22-23 ↑	Winter 22-23 ↓	Spring 22-23 ↑
American Indian or Alaskan Native	0%	50%	0%		0%	0%	0%
Asian	75.8%	70%	70.5%		71.9%	70%	71.6%
Black or African American	47.5%	55.6%	39.1%		59.3%	40.7%	46.4%
Filipino	73.3%	66.7%	67.6%		61.3%	64%	60%
Hispanic	62.6%	65.2%	60.8%		69.1%	60.2%	51.5%
Intentionally Left Blank	70%	87.5%	87.5%		81.8%	58.3%	90%
Multi	66.3%	76.9%	70.7%		81%	65.8%	68.8%

SPSA Approach and Progress, *continued...*

Star Math Proficiency Rate (District Benchmark)

Percent of students at above the 25th percentile rank on the Star Math assessment. Uses the most recent score in the given district screening window

CHOOSE TIME PERIOD

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Fall Winter Spring	Fall Winter	Fall Winter Spring Summer School	Fall Winter Spring Summer School	Fall Winter Spring

CHOOSE CONTENT

Overall

FILTER BY

Wood Middle ...

COMPARE BY

Primary Ethnicity

Overall — Compared By: Primary Ethnicity — Filtered By: Wood Middle School

	Fall 21-22 ↑	Winter 21-22 ↑	Spring 21-22 ↑	Summer School 21-22 ↑	Fall 22-23 ↑	Winter 22-23 ↑	Spring 22-23 ↑
American Indian or Alaskan Native		0%	100%		100%	100%	0%
Asian		85%	83.5%		72.9%	78.5%	73.6%
Black or African American		56.3%	53.6%		34.5%	43.8%	33.3%
Filipino		81.4%	78.6%		70%	77.8%	59.1%
Hispanic		66.7%	68%		49.5%	49.5%	46.2%
Intentionally Left Blank		75%	44.4%		58.8%	66.7%	71.4%
Multi		82.5%	83%		63.3%	72.7%	67.8%

SPSA Approach and Progress, *continued...*

Chronic Absence

Percent of students absent 10% or more days. Includes students who were enrolled for 1 or more days at anytime in the school year.

CHOOSE TIME PERIOD

2018-2019					2019-2020					2020-2021					2021-2022					2022-2023				
Aug Jan	Sept Feb	Oct Mar Jun	Nov Apr	Dec May	Aug Jan	Sept Feb	Oct Mar	Nov Apr	Dec May	Aug Jan	Sept Feb	Oct Mar Jun	Nov Apr	Dec May	Aug Jan	Sept Feb	Oct Mar Jun	Nov Apr	Dec May	Aug Jan	Sept Feb	Oct Mar	Nov Apr	Dec May

FILTER BY

 ×

COMPARE BY

Compared By: Primary Ethnicity — Filtered By: Wood Middle School

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
	7.9%	10.1%	6.7%	9.4%	13.1%	11%
Black or African American	36.2%	48%	46%	29.3%	46.8%	44.9%
Filipino	21.3%	14.6%	12.5%	12.1%	12.1%	12.1%
Hispanic	32.6%	35.7%	36.6%	30.4%	33.3%	33.8%
Intentionally Left Blank	28.6%	35.7%	35.7%	15%	30%	25%
Multi	21.2%	35.2%	31.1%	20.2%	23.8%	24.1%
Pacific Islander	50%	100%	100%	20%	20%	20%
White	17.9%	19.7%	23.9%	20.7%	26.3%	24.8%

The Why

- 7% (not including some multiethnic and intentionally left blank students) of Wood students are Black/AA
- 43.8% (not including some multiethnic and intentionally left blank students) of our Black/AA students are chronically absent
- 12.5% (not including some multiethnic and intentionally left blank students) of our Black/AA students have been suspended & 25% have received an office referral

The Why, continued...

- The better Black students perform the better the entire district performs. Culturally responsive teaching & good customer service benefit everyone.
- BSU students as well as Black parents have shared feedback about how they feel they are treated at Wood. Concerns such as anti-Black language not being addressed appropriately in class; Disrupt Text not being taught with fidelity; and Parent Square messaging not making it into some Black homes has been shared.

Wood teaches the Disrupt Text in all three grade levels:

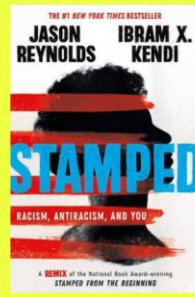
Grade 6



Grade 7

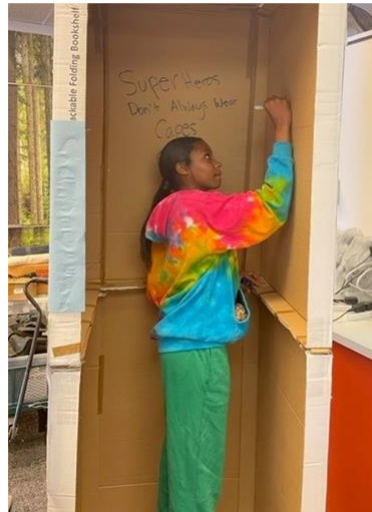


Grade 8



BSU Black History Month Field Trip to see *Our Story: The Musical*

Disrupt Texts



Student creating during STEAM Day 2022



2nd Annual Black History Month Lifeskills Door Decorating Competition



Respectful images of Black people and people of color in a science classroom



Successes & Dilemmas

- Disrupt Text is taught in all 3 grade levels with hopes to expand to other subject matters.
- The attendance for Black students improved from 46% chronically absent in 2021/22 to 43.8% in 2022/23.
- We have an active BSU (Black Student Union).
- Our African American Family Support Group met 3 times before it lost steam.
- It is Principal Dwyer's expectation that all classrooms have respectful images of Black people and people of color on walls and in slide decks.

Goals and Key Actions

- Use a minimum of 1 of 3 talk routines weekly with all of their classes across all subjects. Teachers will monitor the engagement of AA students.
- Know Star SGP data for all Black students and that the goal is that they increase by one grade level by the end of the school year.
- Add second school wide grading for equity practice
- One teacher will teach one section of AVID with support from 6 other AVID trained faculty members
- Use integrated learning and culturally responsive teaching practices and curriculum in all subjects giving AA students multiple access points to learning via connections made between different subjects. Studio Habits of Mind allow AA students to express knowledge in multiple creative ways. The emphasis on deep reflection is a lifeskills that AA students use to investigate themselves and their learning giving them more agency over their education. This skill is critical when the curriculum and teaching staff are not often reflections of their own culture and communities.

Goals and Key Actions, *continued...*

- Teachers will enter pre-interventions for every AA and Latinx student with a grade of D or F on trimester progress reports to document what strategies they used to support the student academically.
- Teachers will call the caregivers of all of their AA students at the start of trimester. 1st tri=introduction and best way to contact me, share curiosity about student-what works for them in the classroom, 2nd tri=check-in, do you have any questions for me, positive feedback and invite to PT conferences, 3rd tri=check-in, do you have any questions for me, positive feedback and reminder of state testing. This will be done so that there is a stronger connection between home and school. Site will provide training.
- AA and Latinx scholar advisor will be included in SART meetings and support getting students into after school Lexia Lab. Advisor will grow BSU to include family engagement. School will pay teacher hourly for and provide snacks for Lexia Lab and BSU engagement events including field trips. Teachers will be paid to support Lexia Lab.
- Teachers will use the Hopes and Dreams format for all family meetings. Office of Equity will provide training.

Next Steps

What are your next steps?:

- Use a minimum of 1 of 3 talk routines weekly with all of their classes across all subjects. Teachers will monitor the engagement of AA students.
- Know Star SGP data for all Black students and that the goal is that they increase by one grade level by the end of the school year.
- Teachers will enter pre-interventions for every AA and Latinx student with a grade of D or F on trimester progress reports to document what strategies they used to support the student academically.

Next Steps *continued...*

What are your next steps?:

- Teachers will use the Hopes and Dreams format for all family meetings. Office of Equity will provide training.

What support is needed to help you continue to make progress on your goals for African American student achievement?

- Support in getting SSN numbers from hard to reach parents so that we can support students with school based counseling
- Transportation support for students who live in APC housing on the base.