



2024-25 CSIP Review and Updates West Woodland Elementary School

School Data and Building Leadership Team Members

School Name: West Woodland Elementary

Principal: Dr. Cornetta Mendoza

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Colby Dresbeck, Carolee Walters, Alessandra Farno, Kristen Hewitt, Katie Barrett, McCauley Glasser, and Disney Bayot

[2023-26 CSIP West Woodland](#)

[West Woodland Elementary School Report](#)

[West Woodland Elementary School Climate Survey](#)

Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

Student Groups

Use of assessments and data staff will use to illuminate progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:

- Looking at data in PLC's
- Using exit tickets to monitor student progress
- DIBELS, MAP, SBA, and Lexia
- Mastery CCC Assessment Scores (BAR)

Identify and prioritize student needs supported by data:

- Teachers will differentiate for student learning needs (small groups, 1:1 support, adapting resources, preferential seating).
- UDL focused planning (removing barriers to tier 1 instruction)
- Student choice and input

School Staff

Professional learning that needs to be implemented to support student outcomes:

- PD on UDL/Differentiation
- PD on how to use data more effectively to inform instruction

- PLC time focused on student outcomes and strategies

Support Systems

Strategies used by the staff to share power and responsibility with families and developing two-way communication is centering families' voices are various levels:

- Communication strategies (what, when, and how to communicate in a way that promotes trust) - focus on development of skills and what school is doing to support learning as opposed to focusing on the identification of the negative behavior
 - Using talking points and interpreters
 - Surveys for parent feedback
 - Communicating transparently about school structures, processes, goals, and data
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Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

Measures and Targets

2023-26 Three-year Goal:

By June 2026, at least 89% of students will respond favorably that after conflicts occur, we work to fix relationships, as measured by the SPS student climate survey (Positive Behavior and Safety).

2024-25 One-Year Goal:

By June 2025, at least 90% of students will respond favorably that after conflicts occur, we work to fix relationships, as measured by the SPS student climate survey (Positive Behavior and Safety).

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the 2024-25 school year in support of the CSIP Goals in this priority area.

Evidence-based Practice 1:

Tier 1 Restorative Practices: Educators will implement a restorative and relational culture across the school community.

Student Outcome Data Measures:

SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

- Beginning of Year
- End of Year

Process Data Measures:

Building determine Schedule of MTSS Meetings

Timeframe for Reviewing Process Data Measures:

Weekly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Teachers
- MTSS
- BLT

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percent of 3rd Grade Students with IEPs proficient or above in ELA on the SBA will increase from a baseline of 64% to a target goal of 90% by 2025-26.

The percent of 3rd Grade Students proficient or above in ELA on the SBA will increase from a baseline of 79% to a target goal of 90% by 2025-26.

2024-25 One-Year Goal:

The percent of 2nd Grade Students projected to be proficient or above in ELA based on MAP will increase from a baseline of 87.5% to a target goal of 90% by 2024-25.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

Evidence-based Practice 1:

High Quality Tier Instruction: Educators will implement adopted instructional resources to serve all students, including students with IEPs, multilingual learners, and advanced learners.

Student Outcome Data Measures:

- Smarter Balanced Assessment (SBA)
- Elementary Progress Report (EPR)
- MAP
- Curriculum-Embedded Assessments (CEAs)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Teacher Observational Data
- Lesson Exit Tickets

Timeframe for Reviewing Process Data Measures:

- Quarterly
- Weekly

Advanced Learning and Highly Capable Services:

West Woodland Elementary (WWE) supports the potential of all our students through our Multi-tiered System of Support (MTSS - see below for more details). Through regular progress-monitoring teachers utilize data to adjust instruction to create learning experiences designed to challenge students to develop to their full potential.

Grade-level teams of teachers work together to examine data to support the development of lessons, extensions, and challenges to ensure that every student has the opportunity to explore ideas, concepts, problems and skills in challenging, rigorous and interesting means.

At West Woodland, we believe students learn best when:

- Learning experiences are appropriately challenging and relevant to the learner. The staff frequently discusses how to increase and support rigor and to maintain high expectations while connecting our students' interests and experiences to the curricula.
- Students feel a strong sense of belonging to a learning community that is characterized by mutual respect, cooperation and responsibility. We strive to create a welcoming environment in which relationships are built on trust and respect. West Woodland teachers get to know their students, learn their interests, give frequent opportunities to share about their lives and cultures, and reflect on their strengths.
- Grade level teams work together to create common assessments, to review data and to work together to improve instruction.

MTSS leverages student data to develop instructional differentiation: Learning experiences are appropriately challenging and relevant to the learner. The staff frequently discusses how to increase and support rigor and to maintain high expectations while connecting our students' interests and experiences to the curricula.

Expanded Learning:

- Refer students to summer programming
- Evening events that connect and engage families with student learning
- Student leadership activities at Open House

Homework Policy:

Kindergarten to 2nd Grade Students:

In lieu of formal homework, teachers ask that Kindergarten to 3rd grade students*:

1. read 20-30 minutes each evening
2. spend time with their families
3. engage in learning in self-directed ways

3rd - 5th Grade Students

In 3rd - 5th grade, teachers ask students to:

1. Read for 20-30 minutes/night, sometimes with written reflection
2. Complete math fluency or skill work for 20 minutes/night

All Students:

- Communicate any difficulties with homework to the teacher to address in class.
- Teachers may send special project work, unfinished work or extra practice work as needed.
- Teachers follow a guideline of 10 min./day multiplied by the grade level for the amount of homework expected (ex. In 5th grade – 10 minutes x 5 = 50 minutes of homework a day)

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By June 2026, 90% of families with students receiving special education or multilingual services will respond favorably to a survey measuring that their child is seen, heard and valued, within an inclusive environment at West Woodland.

2024-25 One-Year Goal:

By June 2025, at least 80% of families with students receiving special education or multilingual services will respond favorably to a survey measuring that their child is seen, heard and valued, within an inclusive environment at West Woodland.

Action Plan

Evidence-based Practice 1:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students' achievements and learning needs, school policies, practices, and community initiatives.

Outcome Data Measures:

Family Survey

School event sign-in sheets

Timeframe for Reviewing Outcome Data Measures:

End of Year

Process Data Measures

- Participation/Attendance (e.g., Events, Membership)
- Volunteer Count

Timeframe for Reviewing Process Data Measures:

- End of Year
- Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

West Woodland Staff

2024-25 Budget Allocations to Support Continuous Improvement

The following describes how the school allocates funds to support and improve student learning.

Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$3,558,586
- **Activities Implemented to Meet Intent and Purpose:**
 - Library Services
 - Supplies Textual Materials
 - Classroom instruction for all students
 - Office support
 - Administration support
 - Social worker services

Multilingual Learners (Title III)

- **Intent and Purpose:** Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.
- **Dollar Amount:** \$31,966

- **Activities Implemented to Meet Intent and Purpose:**
 - Instructional support to students who qualify for multilingual services
 - Translation and interpretation services

Learning Assistance Program (LAP)

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$66,856
- **Activities Implemented to Meet Intent and Purpose:** Provide instructional supports to students who qualify for LAP funded interventions

Other Funding Source (PTSA Grant)

- **Dollar Amount:** \$182,000
- **Activities Implemented to Meet Intent and Purpose:**
 - Grade-level tutors
 - Head teacher
 - 0.1 librarian
 - 0.1 nurse