

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Cecelia Dansby
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Woods (Harold L.) Elementary School
(As it should appear in the official records)

School Mailing Address 700 Teague Avenue
(If address is P.O. Box, also include street address.)

City Clovis State CA Zip Code+4 (9 digits total) 93619-7544

County Fresno County

Telephone (559) 327-8800 Fax (559) 327-8890

Web site/URL https://woods.cusd.com E-mail CeceliaDansby@clovisusd.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Eimear O'Brien Ed.D. E-mail eimearobrien@clovisusd.k12.ca.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Clovis Unified School District Tel. (559) 327-9000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Tiffany Stoker Madsen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 34 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 44 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	6	0	6
K	52	38	90
1	51	39	90
2	46	50	96
3	51	56	107
4	48	44	92
5	66	44	110
6	55	49	104
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	375	320	695

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.7 % American Indian or Alaska Native
 - 17.5 % Asian
 - 3 % Black or African American
 - 24.9 % Hispanic or Latino
 - 0.3 % Native Hawaiian or Other Pacific Islander
 - 53.4 % White
 - 0.2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 9%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	42
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	24
(3) Total of all transferred students [sum of rows (1) and (2)]	66
(4) Total number of students in the school as of October 1, 2020	704
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

6. Specify each non-English language represented in the school (separate languages by commas):
Spanish, Vietnamese, Cantonese, Korean, Mandarin (Putonghua), Arabic, Hindi, Punjabi, Gujarati

English Language Learners (ELL) in the school: 3 %
18 Total number ELL

7. Students eligible for free/reduced-priced meals: 18 %

Total number students who qualify: 125

8. Students receiving special education services with an IEP or 504: 7 %
51 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>26</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>11</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>13</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>10</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>4</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	28
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	20
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	98%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

We, the staff at Woods Elementary, are here to serve the students, parents, and community as well as one another. Through teamwork and collaboration, we will put the academic, social, and emotional needs of the child first while providing a safe and supportive learning environment. We will maximize ALL students' potential in the areas of Mind, Body, and Spirit while being positive role models of the six pillars of character. We will utilize research-based teaching strategies and best practices to meet the needs of all students while developing productive life-long learners.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://www.cusd.com/TitleIX.aspx>

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Welcome to Woods Elementary, home of the mighty Wolverines! Located in Clovis, California, Woods has an amazing school community dedicated to making a positive difference in the lives of children. All stakeholders believe that together they can help every child become a successful learner. Woods serves 689 students who primarily come from residential neighborhoods of homeowners. Eighty-seven percent of students live within a one-mile radius of campus, allowing students to walk to and from school each day. About 12.7% of students attend Woods on a transfer from other Clovis Unified School District (CUSD) schools or live outside of the district. The majority of students join the school in kindergarten and continue through sixth grade. This longevity allows families to truly become invested in the Woods' culture. Wolverines are committed to building partnerships with families and community members to bring about the best educational experience possible for all students.

The mission at Woods is to serve the students, parents, and community as well as one another. Through teamwork and collaboration, staff put the academic, social, and emotional needs of the child first while providing a safe and supportive learning environment. Woods will maximize all students' potential in the areas of mind, body and spirit while being positive role models of Character Counts and the Six Pillars of Character. Woods utilizes research-based teaching strategies such as Visible Learning, Multi-Tiered Systems of Support (MTSS), iReady Accelerated Learning Pathways and best practices to meet the needs of all students while developing productive life-long learners. Social and emotional supports are provided through Clovis Support and Intervention (CSI) groups, Second Step Curriculum, Transition Counselors, High School Peer Counseling services and character education. Woods exists to prepare all students to become responsible and productive citizens in our global society. Staff support all students in their pursuit of academic achievement and personal health, and encourage them in their development of intellectual, artistic, physical, and social expression.

Inspired by CUSD's founding superintendent, Floyd B. Buchanan, Woods offers programs that will help children achieve the highest standards. Aligning to this philosophy is the Wolverine G.R.O.W.L. in which students are expected to Give their best effort, show Respect for all, demonstrate Outstanding character, display Wolverine pride, and Lead by example. A rigorous, standards-based educational program challenges and supports every student to believe in themselves and reach their fullest potential. Staff work to build reflective, life-long learners, and recognize the importance of connecting students to school by engaging them in strong co-curricular programs. Whether it is athletics, music, robotics, drama, or other activities, there is something for everyone.

In 2018, Woods Elementary School was recognized as a California Distinguished School for its model practice of Data Driven Instructional Intervention. This model continues and is designed to meet the academic needs of ALL students through quality instruction, using evidence to maximize impact on student learning experiences. Teachers and learners have clarity about expectations through high quality success criteria, which increase the likelihood that all learners will meet the learning intentions. Results from the 2019 California Assessment of Student Performance and Progress (CAASPP) show that 81.54% of students met or exceeded standards in English Language Arts (ELA), well above the state average of 51.10%. In math, the state average was 39.73%, while 78.04% of students at Woods met or exceeded standards.

Clovis Assessment System for Sustained Improvements (CLASSI) is CUSD's accountability program. CLASSI evaluates three components of a school site: I. Student Achievement, II. School Management and Community Involvement, and III. Multicultural Education. Points are earned in each component and are used to evaluate the quality of programs. Woods has exceeded the points required to earn this prestigious award every year since opening in 2005. Woods was also awarded the Bonner Character and Civic Education Award in 2020 for exemplary character education.

Serving the students and community at Woods did not cease during the COVID-19 pandemic. To accommodate distance learning, laptops and hot spots were checked out to ensure that every student had access to instruction through Zoom. Teachers continued first-time best instruction and tiered interventions through three required Zoom blocks and one intervention period each school day. Staff participated in

training in multiple technology-based applications to support online instruction. Once students were able to return, Woods was one of the first schools in Clovis Unified to welcome 80% of students back to in-person learning. The entire school was involved in providing the safest environment for all students. Grade levels adapted to meet the needs of families by making adjustments to in-person and Zoom schedules. Classroom doors were opened before the start of instruction for check-ins and encouragement. Lesson design focused on essential standards and efficiency was enhanced as teachers intentionally utilized results and feedback to guide learning.

A sense of normalcy returned in the 2021-22 school year when the typical school day was restored. Staff welcomed every student back to full-time in-person instruction. Teachers focus on accelerating learning and creating opportunities for learning leaps. Woods is eager to reset and rebound from the challenges of COVID.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

To increase student engagement and ensure every student succeeds, administrators and teachers realized there was a need to reevaluate current instructional practices. Through a process of observing similar schools and identifying essential standards, a greater focus was placed on best first-time instruction with an emphasis on a data driven intervention model. Implementation began by focusing on Professional Learning Communities (PLCs) and developing SMART Goals to guide instruction. After working in PLCs for a few years, the team gained professional development through Data Teams to provide a more efficient process of using student achievement data to guide instruction, intervention, and setting appropriate learning goals. In the last few years, Woods strengthened the focus on quality first time instruction by developing teacher clarity and creating assessment capable learners through Visible Learning staff development.

Increased focus on developing teacher clarity and student engagement has been added to support effective instruction. Teams of teacher leaders attended quarterly training and coaching to develop impact cycles to guide their implementation of learning intentions, success criteria, and developing learner dispositions. A central shift involved having reflective conversations and sharing targeted feedback with students about their learning. The teachers and principal make a conscious effort to reinforce this shared focus and common process in our PLC program.

Through the use of PLCs, teachers work in close concert with each other to unpack grade level standards to set clear learning goals and develop lessons. To support this effort, professional learning emphasizes developing teacher clarity through a deep understanding of what to teach and why, how to teach it, and what success looks like. It involves the teacher in knowing the learning intention for the lesson, the success criteria, and planning progressions to know where to go next. This process enables teachers to communicate those aspects to students in plain and simple language that creates clarity for the learner. Research supports teacher clarity's effectiveness as almost two year's growth in academic achievement.

1b. Reading/English language arts curriculum content, instruction, and assessment:

English Language Arts (ELA) curriculum and instruction is aligned to the California Common Core Standards (CCCS). Staff members participated on CUSD's curriculum design team to identify essential standards and discuss vertical articulation. Design team members created and shared standard aligned units and Engaging Learning Experiences (ELEs), or performance tasks, to increase rigor.

Design Team members also created standards based common assessments for PLC teams to select and analyze results. Unit assessments, along with district benchmark tests, are available to teachers to access through Illuminate. This digital assessment platform allows for online assessment opportunities and assists the evaluation of results. Teachers utilize assessment results to monitor progress towards Specific, Measurable, Achievable, Relevant, and Time-Bound (SMART) Goals.

Teachers are trained to build complexity in the main ELA components of Key Ideas and Details, Craft & Structure, and Integration of Knowledge and Ideas. Three critical steps are taken to establish teacher clarity: learning intentions, success criteria, and learning progressions. Learning intentions are clearly defined statements of what students are intended to learn. Teachers identify and communicate what is to be gained from their lesson. Clarity of the standards set precise objectives for students. Success criteria provide the next step by giving explicit details regarding how student work will be evaluated. Students know their exact learning expectations. Finally, learning progressions detail sequential building blocks for instruction. Scaffolds are provided based on progress checks and formative feedback.

In ELA, learning progressions often include Close reading strategies. Students annotate text to increase

interaction and engagement with what they are reading. Text dependent questions support comprehension and challenge students to increase their depth of knowledge. Students use RACE strategies (Restate, Answer, Cite Evidence, Explain) to answer questions. Guided reading through small group instruction ensures that all students are appropriately challenged.

Opportunities for intervention and extension activities are weaved into everyday instruction. At the beginning of each school year, teachers administer a computer adaptive iReady Diagnostic Assessment as a universal screener. Results from this assessment identify learning gaps, group students according to need, and set individualized digital pathways. Students are encouraged to work on their pathway lessons for 30-40 minutes each week for optimal achievement of student growth targets. School wide iReady challenges incentivize continued pathway progress over school breaks. The diagnostic assessment is administered three times throughout the school year to monitor student growth. ELA interventions are data driven and focus on reteaching essential standards. Teachers provide Tier 1 interventions in their classrooms through small group instruction, iReady recommendations, and/or grade level deployment. A credentialed intervention teacher collaborates with teachers in grades kindergarten through third grade to support Tier 2 and Tier 3 interventions.

Accelerated Reader (AR) and the accompanying Star reading assessment provide placement for each individual's reading level. Students then select and read books within their Zone of Proximal Development (ZPD) and take AR comprehension tests on the computer to monitor progress of reading growth. Each student has their own personal reading growth goal. Students who meet this goal are recognized at the quarterly academic awards assembly.

1c. Mathematics curriculum content, instruction, and assessment:

Math curriculum content, instruction and assessment are based on the California Common Core Standards (CCCS). The math standards call for learning mathematical content in the context of solving real-world problems. There are two types of standards included in the math curriculum: Eight Mathematical Practice Standards (identical for each grade level) and Mathematical Content Standards (different for each grade level). Educators are challenged to utilize both sets of standards to raise the bar through rigorous curriculum and instruction that develops students' conceptual understanding, procedural skill and fluency, and application of mathematics to solve problems. The Mathematics Framework for California is an important resource for identifying focus, coherence, and rigor. The frameworks also highlight "Major" clusters, which makeup the bulk of instruction. PLC teams consistently use frameworks to identify essential standards and fine tune instructional learning intentions

The adopted math curriculum in CUSD is iReady, which includes several resources for intervention and extension activities, along with computer adaptive universal screeners, standards-based assessments, and a digital My Path component that provides individualized lessons to remediate and extend learning. In the classroom, success criteria guide students toward understanding expectations and standard mastery. Tier 1 instructional strategies include setting learning goals, explicit direct instruction, modeling, math journals, multiple checks for understanding, math manipulatives, and other highly effective strategies to develop conceptual understanding. Students learn to annotate math to gain clarity and break down problems into smaller components. They are encouraged to use math as a language to explain the why behind what they are doing to solve problems. Pair-Share is a common practice as students use academic vocabulary to talk through problems and justify each step. Misconceptions or incorrect answers are also valued as an opportunity for corrective instruction. Lessons build in complexity, grow in student independence, and connect to real world applications.

Analysis of iReady Diagnostic Assessment data provides instructional groupings and plans for small group instruction. Teachers use this data to determine student readiness prior to starting a new instructional unit. Careful attention to developing prerequisite skills prior to first time best instruction has been an effective technique, especially after distance learning. PLC teams use iReady grouping reports to plan for intervention and deployment. Throughout the units, teachers use formative assessments to check for understanding and monitor progress based on learning intentions and success criteria. Tier 2 interventions focus on systematic explicit instruction of skill deficits through small group instruction, visual representation through

manipulatives, peer assistance, and an emphasis on drill and practice.

Opportunities for extra practice are available before, during, or after school. Teachers collaborate with previous grade levels for Tier 3 strategies to provide remediation. An intervention teacher forms groups based on needs and assists in filling learning gaps. iReady My Path lessons have proven effective in individualizing instruction and are accessible to students from home. CUSD has also subscribed to Tutor.com, which provides families with access to on-demand, 1-to-1, online tutoring services 24 hours a day, 7 days a week. While there is no replacing the expertise of the classroom teacher, these resources help support independent learning.

1d. Science curriculum content, instruction, and assessment:

Science curriculum and content is based on Next Generation Science Standards (NGSS). These standards set the expectations for what students should know and be able to do. They include three dimensions: Crosscutting Concepts, Science and Engineering Practices, and Disciplinary Core Ideas. The CUSD Science Curriculum Design Team has developed units for each grade level that are shared through Google Drive. These lessons integrate ELA standards and include essential questions that are answered through inquiry-based experiences. In 2019, fifth grade students took the first Next Generation Science Standards (NGSS) aligned state test. The percentage of students who met or exceeded science standards at Woods is more than two times greater than the state of California percentage of students meeting or exceeding the standard.

Science lessons are hands-on and include highly engaging experiments. Examples of these experiments include creating and launching hot air balloons, designing models of the water cycle, exploring plate tectonics, dissecting owl pellets, observing and recording metamorphosis, and much more. Science activities are designed so that students may learn science by doing science and therefore students are evaluated through performance tasks and standards-based unit assessments.

Each year, our 6th grade students travel to the Sierra Outdoor School (SOS), located in the Stanislaus National Forest, for three days to explore science in a living laboratory- the great outdoors! Naturalists and camp teachers guide student groups through a variety of experiences such as the silent mile, raptors and conservation, wilderness survival, talk about trees, and team challenge. Students return from camp with memories of a lifetime and a stronger connection to what they are learning and how it relates to the world they live in.

Science based field trips are experienced by other grade levels as well. Students travel to Scout Island, an outdoor education center located along the San Joaquin River. Classes for our 5th grade students include Canoeing (water safety & the river), Incredible Journey (water cycle), and Predator vs. Prey (animal adaptations). Our 3rd grade students also travel to Scout Island but participate in activities specific to their grade level standards. Their lessons include Birds Beaks & Feet (bird adaptations), Birds of Prey (adaptations of live raptors), Salmon Art (life cycle and importance of the Pacific Salmon), and Walking Where they Lived (nature walk through a historic Native American Site). Other field trip opportunities include a visit to the planetarium at CSU Fresno, the San Jose Tech Museum, and the Fresno Chaffee Zoo.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

Social Science curriculum is aligned to History-Social Science Content Standards for California and is heavily integrated with the CCCS in ELA. The adopted ELA curriculums, Benchmark Advance and Collection Series are integrated with Social Studies Topics. Teachers supplement their curriculum with subscriptions to the Social Studies Weekly Newspaper and Scholastic News to bring past and current events into the classroom. Assessments in Social Science include writing performance tasks, project-based assessment, and selected response exams. Interventions for Social Science focus on literacy standards for accessing informational text.

Grade levels bring history to life through simulations. Fourth grade students participate in a Gold Rush Day on campus. Students are encouraged to dress in western wear and visit six stations to explore Gold Panning, a Pioneer Store, Poke Bags, Bows and Arrows, Race for the Gold Game, and Connecting CA: Chinese

Calligraphy. To address the standard “Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government,” third grade teachers invited a local judge to discuss laws by exploring why dogs are not allowed on campus. Students also conduct research and share projects on historical figures.

History-Social Science standards emphasize historical narrative, highlight the roles of significant individuals throughout history, and convey the rights and obligations of citizenship. With the citizenship component in mind, teachers and students collaborate with our Technology Teacher on Special Assignment for digital citizenship lessons through Common Sense Education. The mission of this curriculum is to “take on real challenges and digital dilemmas that students face today, giving them the skills they need to succeed as digital learners, leaders, and citizens tomorrow.” Woods Elementary is proud to be recognized repeatedly as a Common Sense School for our dedication to teaching young people how to be safe, responsible digital citizens.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

Woods Elementary is proud to offer a preschool program for our youngest students requiring special education services. The Program for the Acquisition of Language and Social Skills (PALS) serves children who are preschool through kindergarten age that demonstrate autistic-like behaviors and require intensive school-based interventions. Evidence Based Practices, including Applied Behavioral Analysis (ABA), Discrete Trial (DT) teaching techniques along with language and social methodologies are employed in this program.

The Strategies for Teaching based on Autism Research (STAR) curriculum is utilized in the PALS program. This curriculum teaches children with autism the critical skills identified by the 2001 National Research Council and uses many of the evidence-based practices identified in the 2009 National Standards Report and the 2014 National Professional Development Report. The ABA instructional methods of discrete trial training, pivotal response training, and teaching functional routines form the instructional base of this comprehensive program.

The STAR curriculum meets the individual needs of students at various developmental levels while maintaining alignment with Common Core Standards and Preschool Learning Foundations. The core deficits of autism are addressed through STAR’s three-level learning system. Level 1 lessons and strategies support initial language development, following simple directions, and behavior accommodations to promote learning readiness and socialization. Level 2 progresses to include increased length of verbal responses, understanding of more complex directions, and interactive play involving peers. With Level 3, students increase communication skills, begin reading and writing activities, tell time, add and subtract one-digit numbers, follow more complex routines, and increase interaction with peers through additional mainstream opportunities as indicated on their Individualized Education Plans (IEPs).

Early intervention for children on the autism spectrum has been proven to significantly improve a child’s adaptive social abilities, cognitive skills, language interactions, and attention capacity. The PALS program includes an extremely high student to adult ratio to effectively support all areas of early childhood development.

2. Other Curriculum Areas:

Visual and Performing Arts (VAPA) curriculum enhances the learning experience at Woods Elementary. Visual Arts are integrated into every classroom and displayed throughout the hallways, in the library, and featured in the Multi Purpose Room (MPR). An art coordinator shares contest information and submits artwork on behalf of the school. The VAPA program at Woods is exemplary. Students grades 1-3 engage in classroom music lessons provided by credentialed music teachers. Fourth grade students have two music

classes for 30 minutes each week to explore both choir and instrumental music with recorders. Fifth and Sixth grade students participate in a choice model and select band, orchestra, or choir. The performing arts classes meet for 45 minutes, twice a week. CUSD choral and music festivals are adjudicated and provide constructive feedback to the students and directors. During Winter Programs, kindergarten through 3rd grade students perform for parents. At the Spring Concert, 4th-6th grade students perform for the community. Other performance opportunities include drama and oral interpretation. This year, our drama students recorded their performance of "School House Rock Live, Jr." to share at an outdoor viewing celebration. Our oral interpretation students performed The Wonky Donkey for students and parents at two outdoor assemblies. The talent at Woods is impressive!

All grade levels participate in physical education (PE) for 100 minutes each week, or 200 minutes every 10 school days as mandated by the state of California. Students in grades 1-6 are assessed in modified pull-ups, sit and reach, trunk lift, and distance run. PE tutors from the Buchanan High School Regional Occupational Program (ROP) facilitate PE lessons under the guidance of the classroom teachers. Teachers monitor progress throughout the school year and engage students in a variety of play-based activities to increase physical fitness. Students in grades 4-6 are encouraged to participate in after school athletics starting with cross-country, wrestling and track. Beginning in the 5th grade, students can also choose to compete in football, girls and boys volleyball, girls and boys basketball, softball and baseball. During the 2021-22 school year, the Woods girls volleyball team earned the District Championship title. League Championship titles were earned in football, 5-6 boys cross country, boys basketball, girls basketball, boys volleyball and baseball. The track season is still ahead this year, but the Woods community is very proud that Wolverine athletics has been so competitive.

Character Education is also a central component of the instructional day at Woods. Staff members teach the six pillars of Character Counts: trustworthiness, respect, responsibility, fairness, caring, and citizenship. The pillars are intertwined with the Wolverine GROWL mission to Give your best effort, Respect for all, Outstanding character, Wolverine pride, and Lead by example. Behavior is monitored throughout the year through GROWL checks in grades 4-6. Students earn raffle tickets for special prizes as a positive reinforcement for showing their GROWL. The Woods staff have also elected to participate in the Positivity Project to include regular character lessons throughout the school year.

3. Academic Supports

3a. Students performing below grade level:

Woods Elementary offers Multi-Tiered Systems of Support (MTSS) to surround students performing below grade level with targeted interventions. PLC teams analyze common assessment data coordinate intervention for students requiring tier 1 and tier 2 interventions. This plan is called the Teacher Grade Level Expectancies (TGLE) Plan. At parent-teacher conferences, teachers share their plan for academic improvement. Progress is monitored and discussed in PLC meetings scheduled on Early Release Wednesdays. Teachers collaborate with their PLC team and the intervention teacher to accelerate learning. Students requiring additional support are referred to the Site Intervention Team, which consists of the principal, GIS, and School Psychologist, to coordinate next steps.

Student Study Team (SST) referrals are made at the recommendation of the Site Intervention Team. Teachers complete a referral form to specify areas of concern, document past interventions, record results from common assessments, and provide work samples. The SST coordinator then facilitates a meeting with the teacher, parent, school psychologist and principal. Student strengths, areas of concern, interventions, recommended accommodations and responsibilities are recorded and revisited at least annually. Student response to intervention is documented and analyzed to determine if assessment for special education services are appropriate.

Social and Emotional needs sometimes impact a student's academic performance in the classroom. In addition to coordinating incentives and support with the classroom teacher, students can be referred to Clovis Support and Intervention (CSI). CSI groups consist of 6-8 same age peers and meet weekly for eight weeks with specially trained teacher facilitators. Students in CSI groups become better equipped to

effectively deal with feelings, peer pressure, stress, and other concerns. Students with intensive behavior concerns are referred to CUSD's Behavior Consultation Team (BCT) by the school psychologist. The team observes the student and works with parents and staff to redirect behavior.

3b. Students performing above grade level:

Students performing above grade level are also challenged in the classroom. During PLC meetings, teachers focus on four critical questions. These include, What do we want students to learn? How do we know when they've learned it? What do we do when they don't learn? And How do we respond when they've already learned? Woods has a large population of students performing above grade level and score in the advanced proficiency level on assessments. On the 2019 state assessment, 55% of students scored Standard Exceeded in ELA and 50% exceeded the standard in Math. Teachers plan activities to extend learning for these students. Differentiated instruction seeks to extend the learning of advanced students as well. Increased text complexity, peer tutoring, problem-solving tasks and choice activities are designed to challenge students with greater depth and complexity.

In third grade, students who are identified by their teacher as being Exceptional Capable Learners (ECL) are invited to participate in ECL. The group meets after school on Thursdays and work together on challenge activities. Currently, the ECL students at Woods are learning how to use the 3D printers, purchased by the Woods Parent Teacher Club (PTC). Students are learning how to navigate Tinkercad software to create figures of their choice. Students are designing animal figures, a spaceship, even a replica of Target! Once their design is complete in Tinkercad, it is transferred over to MakerBot for printing.

Students in 4th, 5th and 6th grade must be certified to participate in the Gifted and Talented Education (GATE). GATE students meet Wednesday mornings before school. Their project for this school year is Crime Scene Investigation. Students participate in activities related to crime scene analysis by studying fingerprints, extracting DNA from strawberries, listening to local law enforcement officers, and participating in mock investigations. The program provides many opportunities for enrichment activities geared toward divergent thinking and problem-solving skills.

3c. Special education:

Students who are found eligible for special education and related services at Woods receive curriculum and instruction from credentialed and competent staff in their identified areas of weakness or deficit. The special education team at Woods maintains open communication amongst their team as well as with the general education instructors on objective ways to support the students in their areas of difficulty. All assessments administered to determine whether a student would qualify for special education services take into consideration student culture.

There are two Special Education programs at Woods Elementary. Our Resource Specialist Program (RSP) consists of one full time RSP teacher and an additional RSP teacher that is shared with another school site. The school psychologist, speech and language pathologist, occupational therapist, school nurse and adaptive PE teacher assess and accommodate student needs as indicated on the Individualized Education Plan (IEP). RSP teachers and Instructional Assistants (IAs) push-in to general education classrooms and/or pull students out of class for small group or individualized instruction. Our RSP teachers work extremely well with general education teachers to support essential standards and prerequisite skills to maximize success in the classroom.

Woods is also fortunate to have an Autism continuum on campus. The Program for the Acquisition of Language and Social Skills (PALS) serves students from age 3 through kindergarten, followed by an Autism 1-3 class and an Autism 4-6 class. All three of these classes provide a very language rich environment. Picture Exchange Communication Systems (PECs) are available to students with limited verbal skills. Visual schedules, directions, and incentives support the varying needs of students. Our students with Autism are mainstreamed into general education classrooms when appropriate. Woods is also proud of its Peer Assisted Work Stations (PAWS) pals program. General education students in grades four, five and six lead

various stations and play activities in the Autism classrooms. Woods strives to meet the needs of ALL learners on campus.

3d. English Language Learners, if a special program or intervention is offered:

Woods Elementary currently supports 18 students with English as a second language. Students who indicate a primary language other than English on their Home Language Survey are given the initial English Language Proficiency Assessments for California (ELPAC) to determine English language proficiency in listening, speaking, reading, and writing. If a student is designated as an English Learner (EL), instructional services and support are initiated immediately to ensure they acquire full proficiency in English as rapidly and effectively as possible. EL students are placed in a Structured English Immersion program and receive daily designated English Language Development (ELD) instruction. Additional ELD instruction is provided to students at Woods by a designated Instructional Assistant (IA). The IA works closely with the classroom teacher and the GIS to coordinate additional supports, such as Google Translate, Rosetta Stone subscriptions, testing accommodations, and assistive technology.

English Language Learners are monitored on a bi-yearly basis to determine reading, writing, speaking, listening, and overall acquisition of the English Language. Progress is monitored quarterly and documented in the student's EL folder. Students who continue to make minimal to no progress in English acquisition are encouraged to go through the SST process for additional strategies for student success.

Parent communication is critical to supporting our EL students. Testing notification letters and student progress letters are sent to parents in their home language. School information platforms, such as Smore for weekly newsletter and Instant Connect for email and text notifications, automatically translate to the recipient's preferred language. Clovis Unified also employs interpreters that assist with communication during parent conferences and other school meetings. Parents of EL students are encouraged to become active members of our Intercultural Diversity Advisory Council (IDAC).

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

In keeping with the Clovis philosophy to be the best you can be in Mind, Body and Spirit, Woods strives to engage and motivate students. The Block W Award can be earned by all fourth, fifth and sixth grade students and recognizes exemplary commitment to all three domains. The criterion for this award reflects well-rounded participation and service, and outstanding achievement. Students complete an application and must meet a minimum number of points each semester to earn this prestigious award.

A significant opportunity encouraged through the Block W Award is its school service component. Students wishing to volunteer at school coordinate service with a staff member on campus. Students can arrange to work in a classroom, become a reading buddy or peer tutor, help in the library, or serve as a manager for an athletic team. Through this experience, students learn the value of giving back to their school and helping others.

Additionally, Woods has a very active Leadership Club. Every 5th or 6th grade student who wishes to contribute to the school is welcome to join the Leadership Club. Members who would like to hold an office are encouraged to campaign and give a speech to be elected to office. Our student Leadership Club meets weekly to organize community service projects, plan for dress up days, and reinforce the school's GROWL beliefs. In the winter the club works with the PTC to operate a Giving Tree and food drive that provides clothing, toys and food to local less fortunate children in our own surrounding community. Other community service events Woods has supported over the years include Pennies for Patients, Kids Day (Which raises money for our local Children's Hospital, the Jump Rope for Heart campaign, Books for Bears Book Drive, donating shoes for those in need, and collaborating with Blue Star Moms to send written letters and decorated boxes to the troops overseas. It is this part of our school that is the pride of the campus.

Students are regularly engaged in character building lessons. Curriculum from Character Counts, Purposeful People and Second Step provide social and emotional support for students as they learn how to navigate through challenges, conflict, and peer relationships. The Wolverine GROWL reinforces the school mission and provides daily reminders and incentives for expected behavior.

Goal setting encourages students to become college and career ready. Sixth grade students use Xello: College and Career Readiness software to record and reflect on their interests and skills to uncover their own abilities and learn more about post-secondary options and possible careers. They continue to use the software program throughout intermediate and high school to assist with post graduate planning.

2. Engaging Families and Community:

The community at Woods is one that is very supportive of the school in many areas. This year our community donated over \$80,000 to our student body for our School Spirit Sprint. The jog-a-thon funds are used to finance items such as our GROWL student incentives, awards, equipment, academic enrichment projects, athletic uniforms for student athletes, school spirit and logo signs, supplemental materials and more. Our partnership with FundGive allowed Woods to more than double donations from years past. Woods also values partnerships with First String Sports, BSN Sports, and Pro Screen. Larson Brothers Photography has a long-standing relationship with the school district and provides complimentary photos of staff groups, parent-student dances, and Block W Awards.

Woods is also fortunate to have a very active Parent Teacher Club (PTC). Throughout the school year, our PTC organizes multiple community events. PTC volunteers manage our snack bar, host movie nights, plan parent-child dances, and coordinate with local businesses to hold restaurant nights, cookie dough fundraisers and candy sales. Each year our PTC also coordinates a fantastic school carnival. Parents enlist the help of local businesses to donate classroom baskets, game booths, and a silent auction. Food trucks provide a variety of food choices and an opportunity for families to enjoy a meal together.

Woods builds trust with the community with frequent and effective communication. The school newsletter, the Woods Echo, is shared with families through a weekly email and text message and includes valuable information about the school. A Principal's Message, Calendar of Events, Special Activities and Cultural Connections sections highlight school matters and promote community involvement. On campus each day you can see many volunteers in our classrooms supporting our teachers and students. A School Assessment and Review Team (SART) survey administered prior to the pandemic revealed that 97% of parents had attended a school meeting, 94% felt the school had adults who cared about students, 92% of parents felt Woods has a positive school climate, and 90% of parents felt welcome to participate.

3. Creating Professional Culture:

In *The Power of a Positive Team*, Jon Gordon states, "Culture isn't one thing. It's everything. Culture drives expectations and beliefs. Expectations and beliefs drive behaviors. Behaviors drive habits. And habits create the future." There is no doubt that the last few years have been extremely challenging for educators, yet the students at Woods Elementary continue to learn and grow. There is no doubt that the positive attitudes, relentless perseverance, and the ceaseless devotion of our teachers resulted in a collective, "We've Got This!"

Communication and collaboration played a critical role in ensuring teachers felt valued and supported during the transition to distance learning and later hybrid teaching. Professional development opportunities were provided for teachers in Zoom, Google Classroom, Loom, and other digital platforms to bridge the gap between traditional teaching to online instruction. As teachers expressed interests or challenges, professional development was tailored to meet their needs. Training videos were made available on a wide variety of technology topics. Site administration listened to the needs of teachers and worked to remove obstacles by purchasing headsets, DocCams, standing desks, additional monitors, and software subscriptions.

When the shift was made to a hybrid model, administration was readily available to support. Schedules and class placements were adjusted to accommodate the specific needs of students and staff. In November of 2020, 80% of the student body elected to return to campus. The entire staff worked together to conduct temperature checks and distribute personal protective equipment. Students returned in small groups to accommodate social distancing requirements. The plant supervisor increased cleaning and disinfecting practices to ensure safe learning environments. Everyone worked together and our team bonded through trust.

The hard work of Woods' staff does not go unnoticed. They look forward to coming to work each day because they feel valued and appreciated. Our PTC shows their gratitude by continuing to provide meals and snacks for all staff. During teacher appreciation week, special days are planned to show the staff how much we care. Every day, site administration seeks to take care of the Woods family and recognize the importance of a positive balance between work and home life. The Woods team is strong and successful because we have created a culture of collaboration and respect.

4. School Leadership:

School site administration consists of the principal and guidance instructional specialist (GIS). Promotions within CUSD lead to changes in leadership at Woods Elementary in the 2021-22 school year. Both the principal and the GIS are new to the school, but the leadership philosophies are very similar. During the transition to the new administration, the Area Superintendent involved all stakeholders in providing input as to what leadership qualities the new administration should possess in order to maintain the school vision and values.

"It's people not programs that make a difference," is a central tenet held by past and present leadership. Reinforced by Jon Gordon, the most important job as a leader is to "create a positive culture that energizes and encourages people, fosters connected relationships and great teamwork, empowers and enables people to learn and grow, and provides an opportunity to do their best work." Conscious efforts are made to be visible and connected to the Woods community. Teachers are valued as professional educators. All staff, both classified and certificated, are recognized for their hard work and dedication and have a critical voice in

decision making processes. Together, the Woods team works to accomplish the district aims to maximize achievement for ALL students; operate with increased efficiency and effectiveness; and hire, develop, sustain, and value a high-quality diverse workforce.

A variety of parent committees provide input and collaborate with administration. School Assessment and Review Team (SART) meetings provide a forum to learn about the school and to influence the leadership regarding the operation of the school. A SART survey is distributed to all families each school year to provide valuable feedback. School Site Council (SSC) meetings are held at least quarterly. Elected SSC members are tasked with ensuring the school is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and ensuring that students have access and success in that program. The Intercultural Diversity Advisory Council (IDAC) assists in the formation and review of policies that assure non-discriminatory practices in all operational areas. Its further mission is to assist in improving the cultural environment of the school.

Additionally, student groups are involved in school leadership. The Leadership Club consults with site administration to organize and promote several activities on campus. The club also works to reinforce the Wolverine GROWL through line judging contests, clean campus responsibilities, disability and acceptance events, and community involvement. The student Human Relations Advisory Council includes some members of the Leadership Club and diverse representatives of the student body. The council advises the principal on the culture of the school and assists in coordinating multicultural activities on campus. Advice from this council have led to cultural dance performances, a Cultural Poster Project, and a Multicultural Night. School leadership believes in working with all stakeholders to maintain high standards, trust, and teamwork.

5. Culturally Responsive Teaching and Learning:

A valued student group on campus is the Human Relations Council. The purpose of this diverse group is to advise the principal by sharing ideas on how to strengthen the Wolverine GROWL, learn more about the culture of our school, and plan activities to promote positive student relations. Students in the Human Relations Council expressed an interest in learning more about their peers. As a result, our Multicultural Advisor created a poster project to encourage students to share pictures and information about their culture. Human Relations Council members visited each classroom to present the optional project to all students. The posters will be displayed at a Multicultural night in the spring.

Parents are invited to participate in Intercultural Diversity Advisory Council (IDAC) meetings each quarter. IDAC draws members from parents to represent Woods at district level climate assessment, or problem-solving meetings. The primary purpose is to assist in the formation and review of policies that assure non-discriminatory practices in all operational areas of CUSD. Its further mission is to assist in improving the cultural environment of the District. The Woods Elementary IDAC has three focus areas: School Culture, Digital Citizenship, and Focus Group Achievements. The goal at Woods Elementary is to build a positive school culture by increasing positive student interactions and respect for others. Additionally, Woods Elementary will provide instruction to staff and all students about Digital Citizenship and will qualify as a “Digital Citizenship” school. Finally, Woods Elementary will increase instructional support for all students through Tier 1 Instruction and Tier 2 Intervention opportunities. IDAC members provide valuable insight on how Woods can achieve these goals.

Aligned with IDAC site goals are multicultural activities that are planned for the student body. Each month a different culture is recognized for its contributions. Teachers take turns decorating a multicultural wall in the cafeteria and the librarian highlights books related to the culture of the month for students to check-out. On the morning announcements, information about multicultural holidays is shared with students and staff. Diverse cultures are also recognized each week in the Woods Echo. Recently, Clovis Unified students produced a Black History Month Celebration video that was watched by all students. A variety of dance groups perform in assemblies for students, and Olympic Day activities represent various cultures as students participate in friendly competition. The school also seeks to improve school culture through disability awareness. Autism Acceptance Month and World Down Syndrome Awareness Day are highlighted through

shared literature, school spirit wear, and a “Rock Your Socks Off” dress up day. Woods strives to provide experiences that instill respect for all students.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Woods has been dedicated to making learning visible for the last several years. Shifting the focus from what teachers are teaching to what students are learning has had a significant impact. PLC conversations revolve around learning and data and teachers believe they can positively influence outcomes for all students, including those who are disengaged or disadvantaged. According to Visible Learning research, Collective Teacher Efficacy (CTE) is the number one factor for influencing student achievement. Commitment to visible learning strategies has had multiple benefits.

Implementation of Visible Learning strategies has created a shared language among teachers and students. Students know what a good learner looks like and not only talk about what they are learning, but why they are learning it. Classrooms display posters to remind students of the three questions they should be able to answer with each lesson: 1. What am I learning today? 2. Why am I learning this? 3. How will I know when I've learned it? Student engagement has increased as now they are actively looking and improving their work on their own. Lessons include several opportunities for students to share what they are learning and explain "why" to their pair share partners.

Lesson design has also improved as a result of visible learning. Teachers identify essential common core standards and develop common learning intentions, success criteria and provide effective feedback. Teachers connect learners to a shared understanding of what learning looks like. "I can" or "We can" statements articulate what the learners are expected to do in order to demonstrate learning. Students are encouraged to persevere until they achieve success.

Linked to learning intentions are success criteria. Success criteria provide the parameters that establish what success looks like for the learning intentions. Clearly identified success criteria provide students with a target for learning. One example of this was recently observed in a second grade classroom when students started a math lesson by telling their partner what the learning intention was for the morning. Throughout the lesson, students were given opportunities to use "math talk" with their partner to describe how to regroup hundreds to tens and explain how they know. The teacher provided frequent feedback and student independence increased as the lesson progressed. By the end of the lesson, students were successfully able to use their work mats to demonstrate multiple methods for meeting the learning intention. Similarly, fifth grade students co-construct success criteria by reading example essays together and discussing which traits should be included in the writing rubric. Students then use the success criteria to provide feedback to their peers during the editing process.

Visible Learning has been most instrumental to academic success at Woods Elementary!