



## End of Year Goals Update 2023

### Elementary Highlights

#### Applicable to Both Goals:

- Continued implementation of Second Step social emotional learning curriculum planned to support students' emotional intelligence, empathy, and conflict resolution skills, which leads to improved well-being and academic performance
- Ongoing review of elementary Multi-Tiered System of Support process and implementation which provides early interventions, data-driven decision-making, and comprehensive support to address students' academic, social-emotional, and behavioral needs
- (K-12) Coordinate *Trauma Informed and Resiliency Training* for the 2023-24 school year which is intended to enhance student achievement by promoting a supportive and empowering learning environment
- (K-12) Instructional technology coaching provided to support and guide in effectively utilizing Board adopted curricular resources while actively engaging with the accompanying technology
- (K-12) Empowering teachers by equipping them with skills and support needed to efficiently gather, access, and utilize data for informed instructional decision-making through tools (Performance Matters)

#### Goal 1: English Language Arts

- Supported a focused team of K-5 Literacy Specialists within our Professional Learning Communities (PLCs) to help grade level teams align curricular resources, instruction, and assessment across the grades
- Continued training and implementation support of Reading Recovery
- Increased capacity to provided Reading Recovery support in each building by training additional certified teachers
- Offered extended day literacy support services within each of our three elementary schools
- Provided ongoing access to text at home digitally (*Learning A-Z: Raz Kids subscription*)
- Implementation of Leveled Literacy Intervention small group intervention and support within the school day and offered before/after school day
- Ongoing support and coaching to new staff provided by Literacy Consultant, Dr. Michal Taylor
- Continuous coaching provided by Literacy Coaches available in each of our three elementary schools.
- Using NWEA to target specific areas of phonemic awareness, phonics, vocabulary, fluency and comprehension to individualize student instruction recorded on IRIPs
- Progress monitoring instruction via NWEA MAP Growth assessments, grade level common assessments, and Running Records
- Targeted outreach and prioritized invitations to Elementary Summer School programming based on IRIP and literacy data



## Goal 2: Math

- A focused and targeted approach for Professional Learning Communities (PLCs) to align, curriculum, instruction, and assessment across the grades
- Implemented the new Bridges math curriculum allowing us to address state standards in a rigorous, engaging, and accessible manner. Students gain a deep understanding of concepts, proficiency with key skills, and the ability to solve complex problems. The curriculum is composed of three distinct but integrated components: Problems & Investigations, WorkPlaces and Number Corner
- Initiated new teacher team to collaboratively study Bridges WorkPlace implementation
- Trained and supported staff on the use of *Dreambox* as a supplemental tool to be used within the classroom, as well as a resource for home use
- Continued with Elementary Math Coaching in support of all three of our elementary schools
- Targeted outreach and invitations to Summer School based on classroom and district math data
- Supported use of Tier 2 math intervention: *Bridges Intervention Materials*
- Support ongoing professional learning opportunities for staff to engage in *Add+ Vantage Math Recovery (AVMR)* training (Course 1 & 2) which aims to empower teachers to use diagnostic assessments to guide next steps and teaching topics
- Offered extended day Math support within each of our elementary schools
- Explored possible use of Ready, Set, Math which are resources that can be used to support, enhance, and supplement classroom instruction K-8 classrooms. Its intended use is for all educators, regardless of previous experiences with Math Recovery® professional development courses
- Progress monitoring via NWEA MAP Growth and grade level common assessments
- Plans for Fall *Math Learning Center: Bridges Student Discourse Workshop* training to support teachers in grades 3-5
- Plans for Fall New Teacher Orientation to Bridges Curricular Resources
- Planned and implemented Family Engagement event in Fall 2022 to help bring greater awareness and comfort to parents as we transitioned to Bridges Curriculum
- Empowering teachers by equipping them with skills and support needed to efficiently gather, access, and utilize data for informed instructional decision-making through tools (Performance Matters, Dreambox, and Bridges Assessment Tools)

## Secondary Highlights

### Applicable to Both Goals:

- (6-8) Continued implementation of CharacterStrong social emotional learning curriculum which fosters a supportive and inclusive school environment that is intended to enhance students' overall sense of well-being, leading to improved focus, motivation, and engagement
- (9-12) Initiate exploration of CharacterStrong social emotional learning curriculum which fosters a supportive and inclusive school environment that is intended to enhance students' overall sense of well-being, leading to improved focus, motivation, and engagement to create a continued system of support
- (K-12) Coordinate *Trauma Informed and Resiliency Training* for the 2023-24 school year which is intended to enhance student achievement by promoting a supportive and empowering learning environment



- (6-12) Continued roll-out of Kagan training to secondary staff which serves as an effective indirect system to enhance student achievement by fostering collaboration, engagement, and active learning
- (6-12) Developed ongoing professional learning opportunities for secondary school counselors to support the development and implementation of a multi-dimensional, multi-tiered system of support for students providing comprehensive guidance and interventions tailored to students' individual needs, fostering personal growth and success
- (K-12) Instructional technology coaching provided to support and guide in effectively utilizing Board adopted curricular resources while actively engaging with the accompanying technology
- (K-12) Empowering teachers by equipping them with skills and support needed to efficiently gather, access, and utilize data for informed instructional decision-making through tools (Performance Matters)

### **Goal 1: English Language Arts**

- Continued with implementation of professional learning communities by subject area allowing consistent time to share expertise, analyze data, and engage in reflective practice, with the goal of developing and implementing effective instructional strategies to improve learning outcomes for all students
- Expanded implementation of Read 180: a program aimed to remediate literacy skills of students that are ~ 2 or more years behind; approach blends together whole group, small group, student application, and independent reading
- Implemented High Dosage Tutoring: a small group intervention that provides intensive, intentional, and timely support by certified staff
- Instructional coaching provided to secondary staff to support personalized guidance, feedback, and professional development opportunities, enhancing their instructional practices, fostering professional growth, and ultimately improving student outcomes
- Progress monitoring through NWEA MAP Growth and course common assessments

### **Goal 2: Math**

- Continued with implementation of professional learning communities by subject area allowing consistent time to share expertise, analyze data, and engage in reflective practice, with the goal of developing and implementing effective instructional strategies to improve learning outcomes for all students
- Explored use of small group instructional strategies within Tier 1 classrooms
- Instructional coaching provided to secondary staff to support personalized guidance, feedback, and professional development opportunities, enhancing their instructional practices, fostering professional growth, and ultimately improving student outcomes
- Initiated curriculum review of middle school math materials and need for intervention resources
- Offering credit recovery options for struggling students – evening and summer options available
- Progress monitoring through NWEA MAP Growth and course common assessments
- Implemented High Dosage Tutoring: a small group intervention that provides intensive, intentional, and timely support by certified staff



## Conclusion

Warren Woods Public Schools remains dedicated to maintaining continuous student achievement within a caring environment that provides for individual excellence for all students. We acknowledge that the use of NWEA student achievement and growth results is a valuable tool to inform our decision-making processes and enhance instructional practices. By analyzing the data provided by NWEA assessments, valuable insights are given into our students' academic performance and progress over time. This information helps us identify areas of strength and areas that require additional support guiding our instructional decisions. However, we understand that NWEA results do not provide the whole picture of each student, therefore we rely on other pieces of information to provide the best quality instruction we can to our students. We remain committed to utilizing reliable data to make informed educational decisions and continuously strive to improve student outcomes based on the insights gained from NWEA assessments.