WEST BLOOMFIELD
SCHOOL DISTRICT

K-8 End of Year Achievement Progress

Board of Education

June 13, 2022

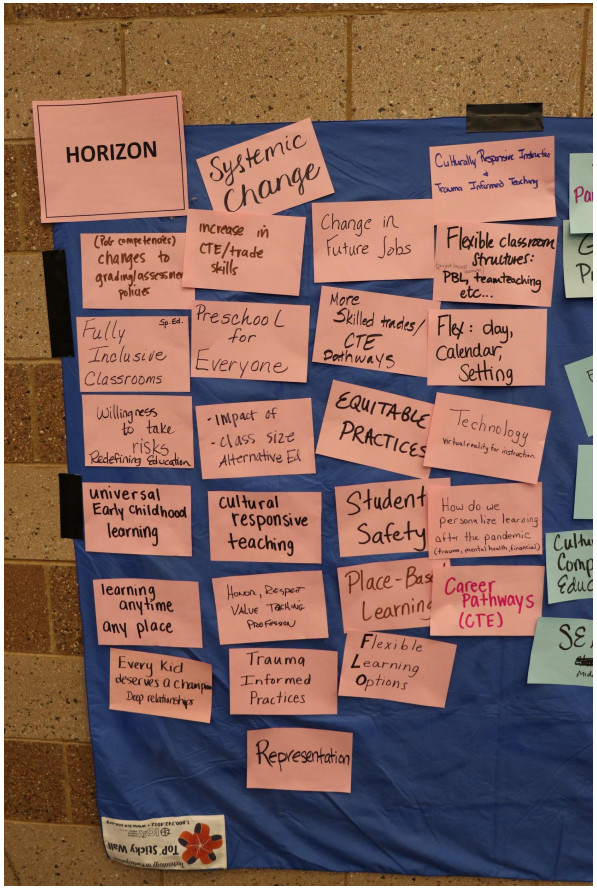
Vision, Mission, & Beliefs

Vision = Ends = What we're trying to accomplish

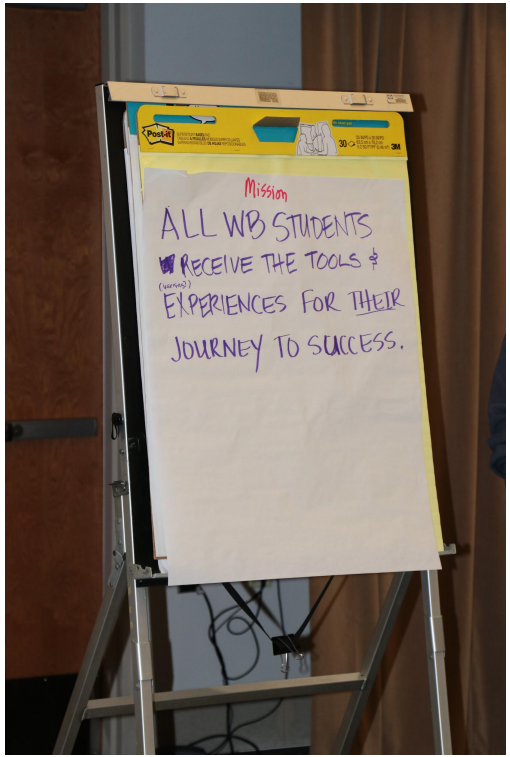
All students will be:

- communicators,
- collaborators,
- critical thinkers, and
- contributors,

empowering each for life ahead.

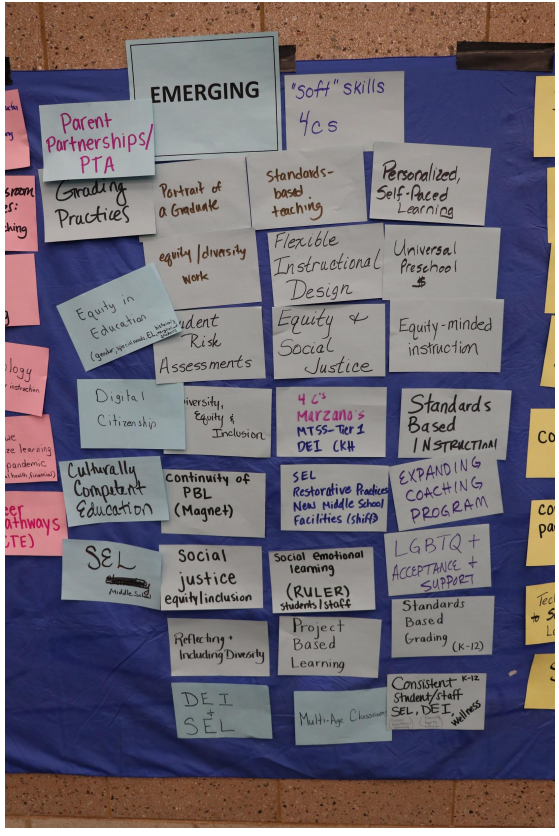


Mission = Means = How we'll accomplish it



Our mission is to support each student’s needs by providing opportunities, experiences, and educational tools for their journey.

Beliefs = Motivation = Why we do what we do

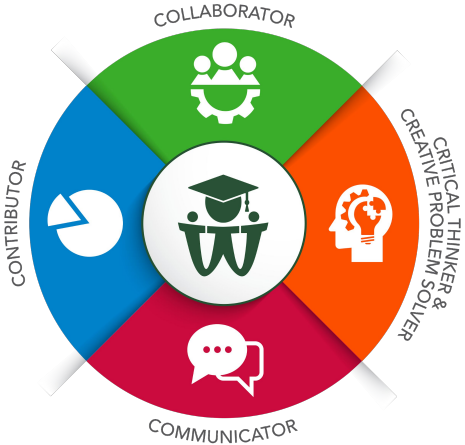


We believe…

- All students can and will learn
- Education is a shared responsibility between students, staff, and families
- Equitable education is essential
- Diversity enriches education and the community
- Positive community, experiences, and relationships are key to student success
- Everyone deserves to be seen, heard, and respected for who they are

Making Data Part of A System Approach

- Continuing to grow the West Bloomfield Data Dashboard across the system to include multiple data points and areas of focus (ie. POG, attendance, discipline, academic performance).
- Building clarity as to “what data says” - converting data to evidence.
- Working to define the data dialogue plan (what data, when, with whom, and for what purpose) via grade level data and PLC Meetings.
    - Local embedded assessments
    - Benchmarking data such as NWEA
    - Summative data such as M-STEP
- Building benchmarking timelines and tools for District Goals and Areas of Focus

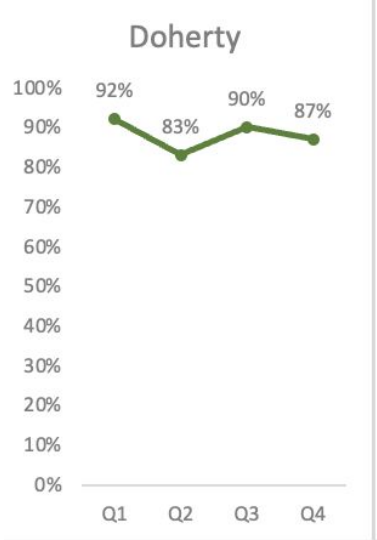


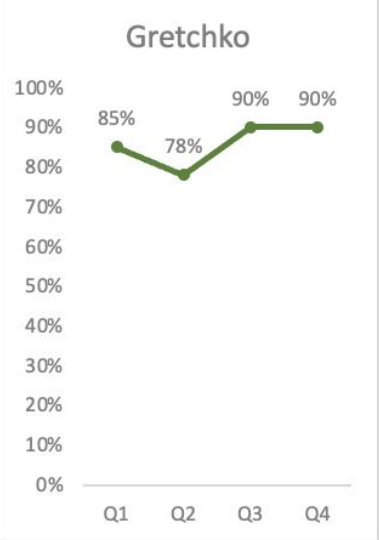
Context matters.

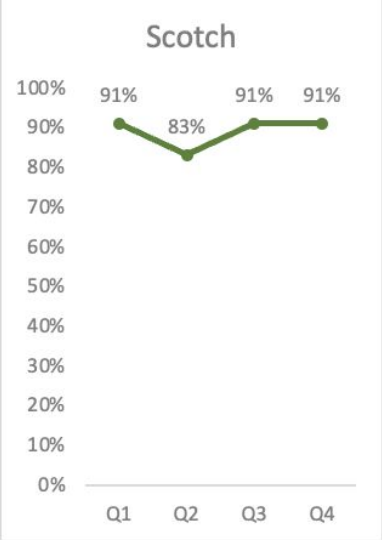
What questions and considerations do we need to take into account?

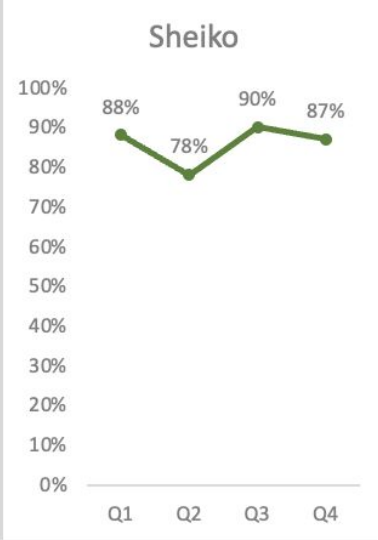
To fully understand students' experiences, we need to look across **many data points**

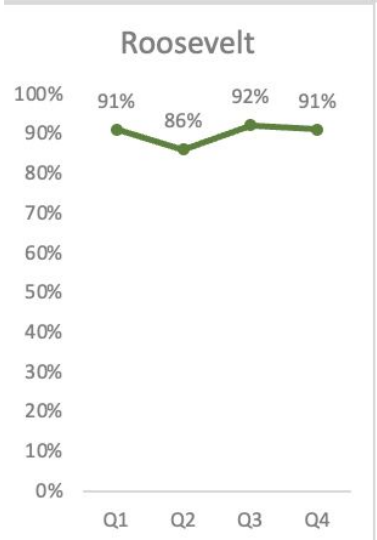
Attendance Data

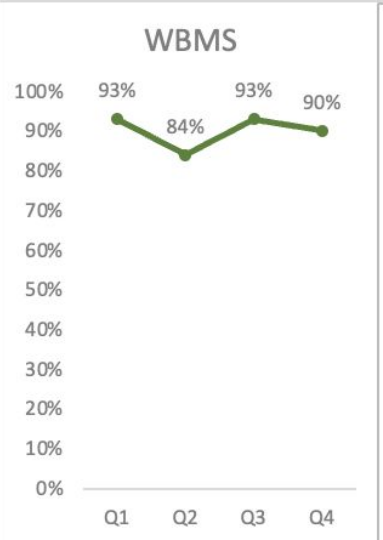






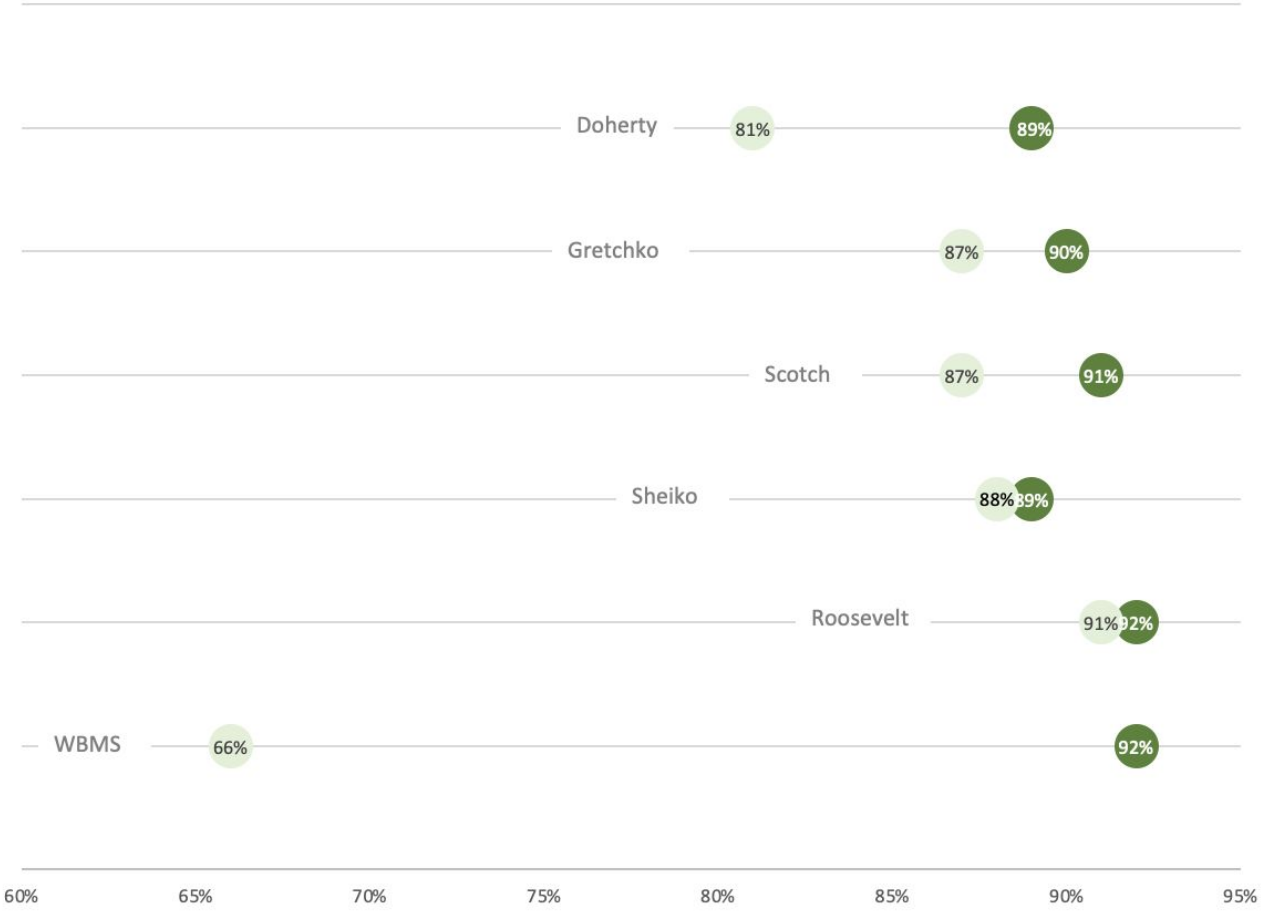






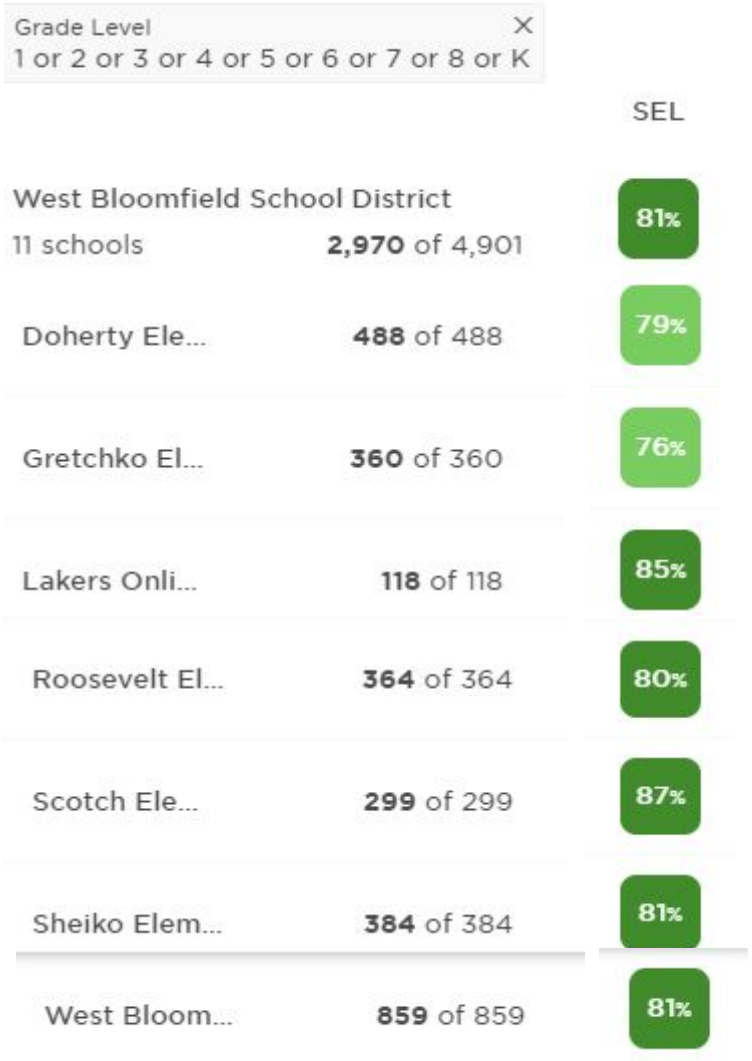
Although the average daily attendance (ADA) rate decreased in Q2, all buildings have experienced an **increase** in ADA in Q3 and Q4.

All buildings experienced a **higher** average daily attendance rate in the second semester of this year compared to the same time period last year.



Social-Emotional Learning Data

Quarter 4 End of Year Snapshot, SEL Data by Building



Panorama Survey Data:

Student SEL Competencies

Supports & Environment

Teacher Perception of Student: K-2 (April 2022)

How did educators perceive their students' social-emotional learning skills?

Teacher Perception

952 responses | show breakdown

Topic	Percent Favorable
Emotion Regulation	76%
Engagement	75%
Social Awareness	71%
Self-Management	63%

Student SEL Competencies (April 2022)

How did students perceive their own social-emotional skills?

Grades 3–5

862 responses | show breakdown

Topic	Percent Favorable	Compared to others nationally
Self-Management	**74%**	60th–79th percentile
Learning Strategies	**71%**	80th–99th percentile
Social Awareness	**70%**	60th–79th percentile
Emotion Regulation	**51%**	60th–79th percentile

Student SEL Competencies (April 2022)

How did students perceive their own social-emotional skills?

Grades 6–12

797 responses | show breakdown

Topic	Percent Favorable	Compared to: others nationally
Self-Management	75%	60th–79th percentile
Learning Strategies	64%	60th–79th percentile
Social Awareness	63%	20th–39th percentile
Emotion Regulation	54%	80th–99th percentile

Student Supports and Environment (April 2022)

What feedback did students have for their school?

Grades 3–5

849 responses | show breakdown

Topic	Percent Favorable	Compared to others nationally
Rigorous Expectations	81%	80th–99th percentile
Teacher-Student Relationships	80%	80th–99th percentile
School Climate	65%	40th–59th percentile
Sense of Belonging	65%	60th–79th percentile
Engagement	62%	60th–79th percentile
School Safety	55%	40th–59th percentile

Student Supports and Environment (April 2022)

What feedback did students have for their school?

Grades 6–12

792 responses | show breakdown

Topic	Percent Favorable	Compared to others nationally
Rigorous Expectations	66%	20th–39th percentile
Teacher-Student Relationships	63%	40th–59th percentile
School Safety	45%	0th–19th percentile
Sense of Belonging	45%	20th–39th percentile
School Climate	41%	0th–19th percentile
Engagement	30%	0th–19th percentile

SEL Data Conclusions

Areas of Success	Areas for Growth
● From a national perspective, we rank favorable in multiple areas of SEL Competencies K-8 ● From a national perspective, we rank favorably with the student supports and environment at the elementary level. ● The support, training, and focus we have placed on Capturing Kids' Hearts has helped our students socially and emotionally across the elementary levels. ● From a national perspective, we rank favorably with teacher-student relationships K-8	● We need to improve emotional regulation supports and strategies for our students K-8. ● Student Supports and Environment scores at the middle school show that we have much room for growth.

Next Steps

- **Learning Environment**
  - **Goal Statement:** WBSD will provide a positive, safe, and inclusive environment where all students' diverse learning needs are met.
    - **Objective #1:** 100% of WB staff will participate in Professional Development that will strengthen and improve Social Emotional curriculum and strategies within the classroom.
      - Capturing Kids' Hearts
      - RULER
      - Community Circles
      - WBMS House Structure and Communities
      - Cultural Awareness & Equity Work

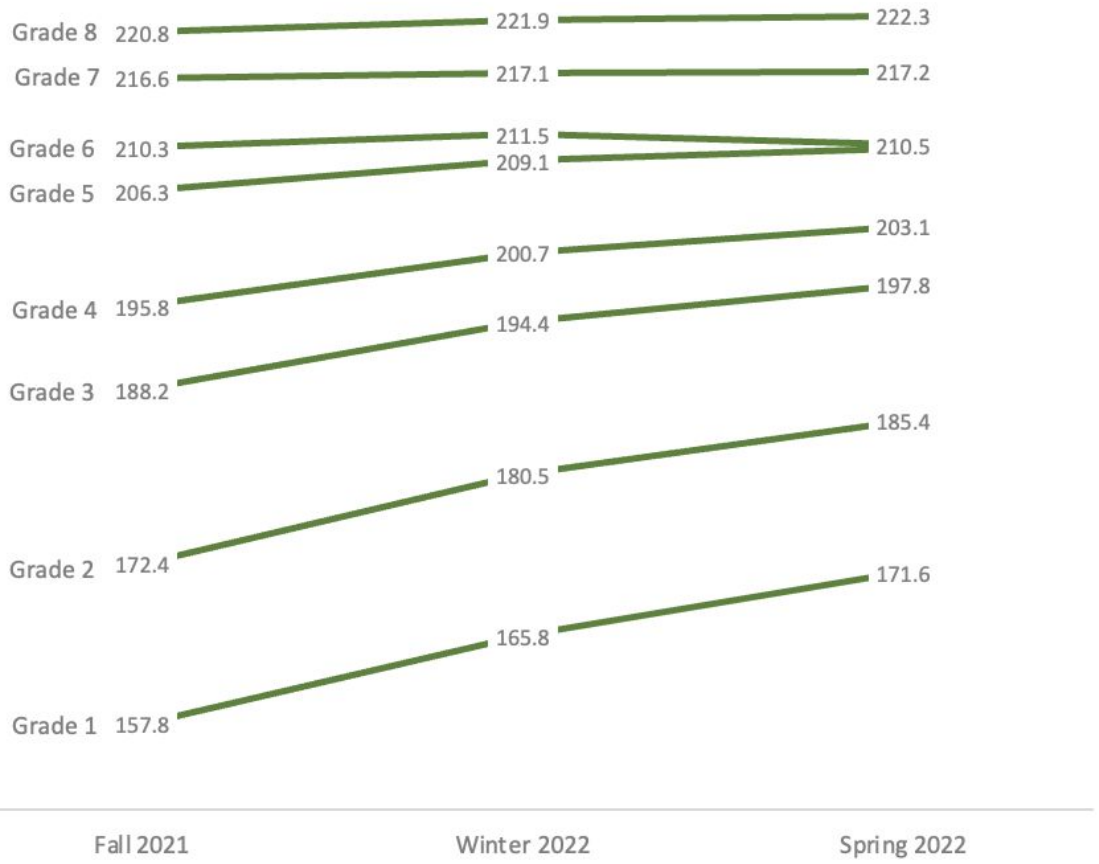
Achievement Data

District Benchmark Assessment Goals

60% of students will **meet or exceed** their expected growth target on the NWEA reading assessment in the winter and the spring.

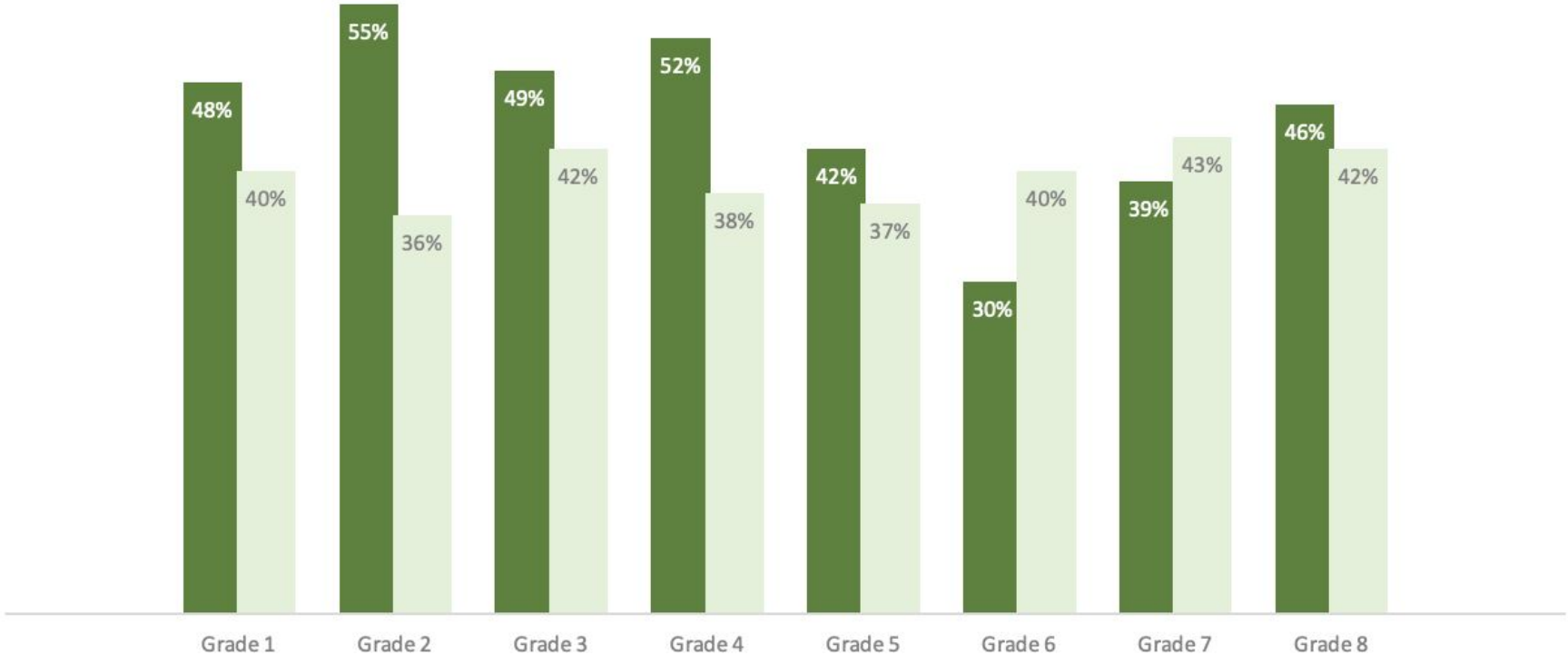
60% of students will **meet or exceed** their expected growth target on the NWEA math assessment in the winter and the spring.

From the fall 2021 to spring 2022 administrations of NWEA **reading** assessment, the district mean RIT **increased** in all grade levels except for grade 6.

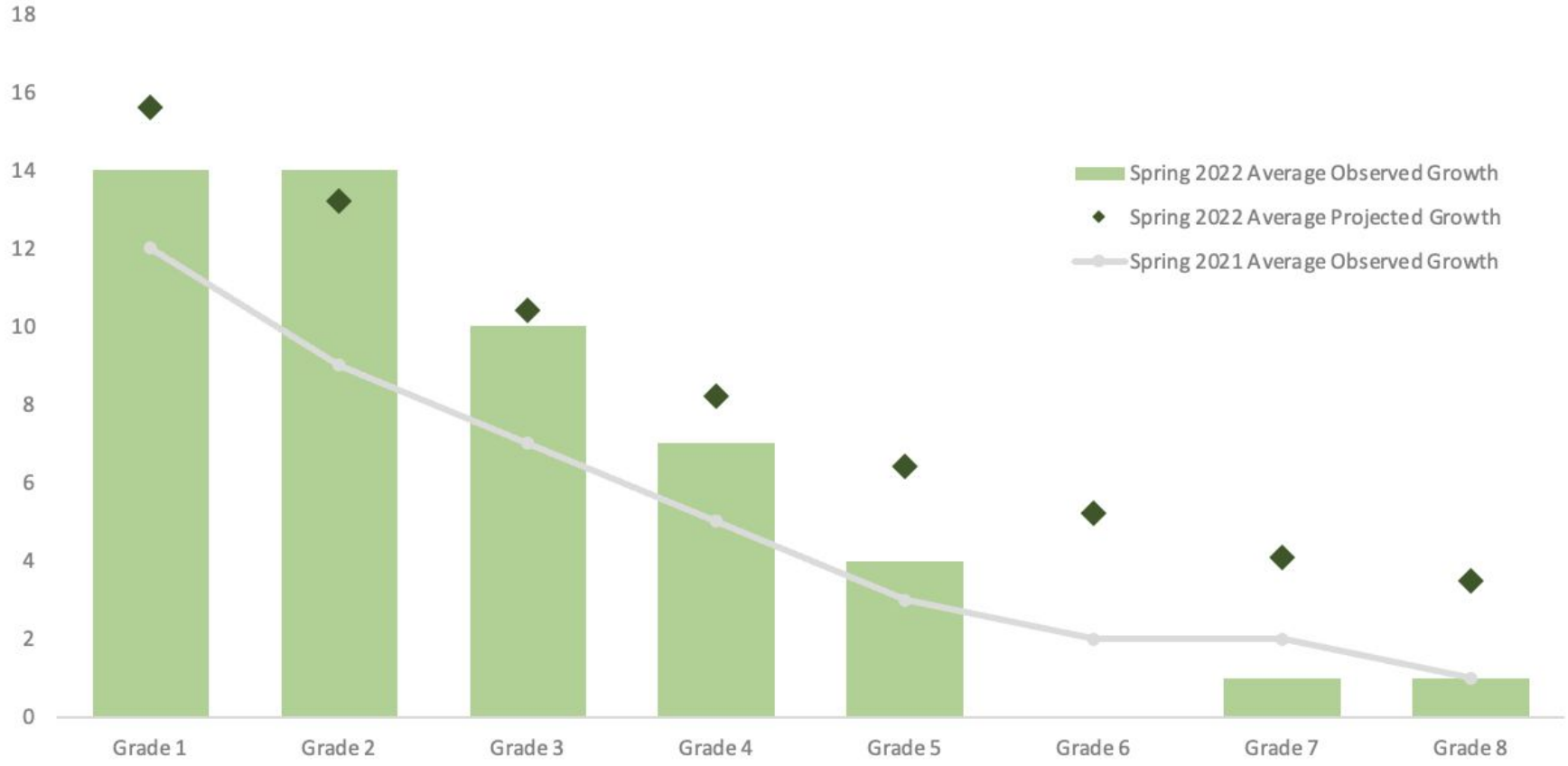


Compared to the spring 2021 NWEA Reading administration, more students in **most** grade levels **met or exceeded** their projected growth target in spring 2022.

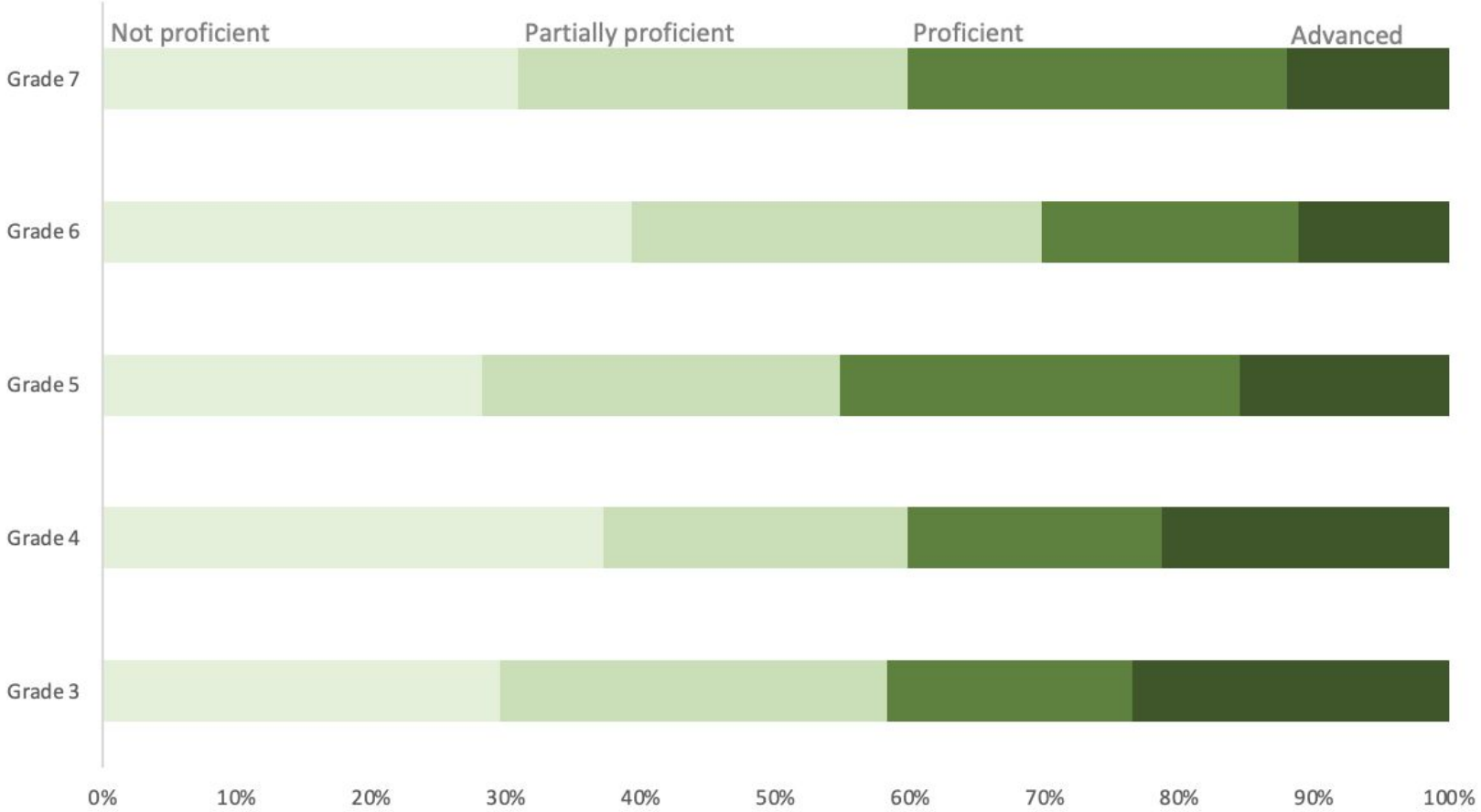
Goal: 60% of students meet their projected growth target



During the spring 2022 NWEA Reading administration, most grade levels did not meet their projected growth, though grades 1-5 grew a greater number of RIT points compared to the same time last year.



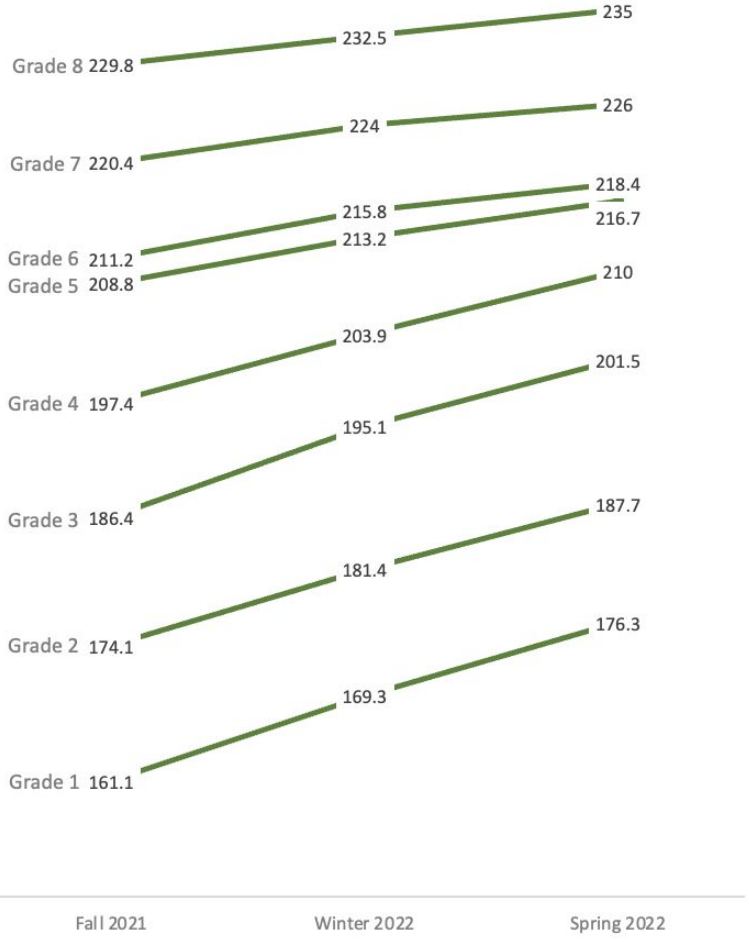
Nearly 70% of students are projected to be **partially proficient or above** on the ELA portion of spring 2022 M-STEP based on their NWEA scores.



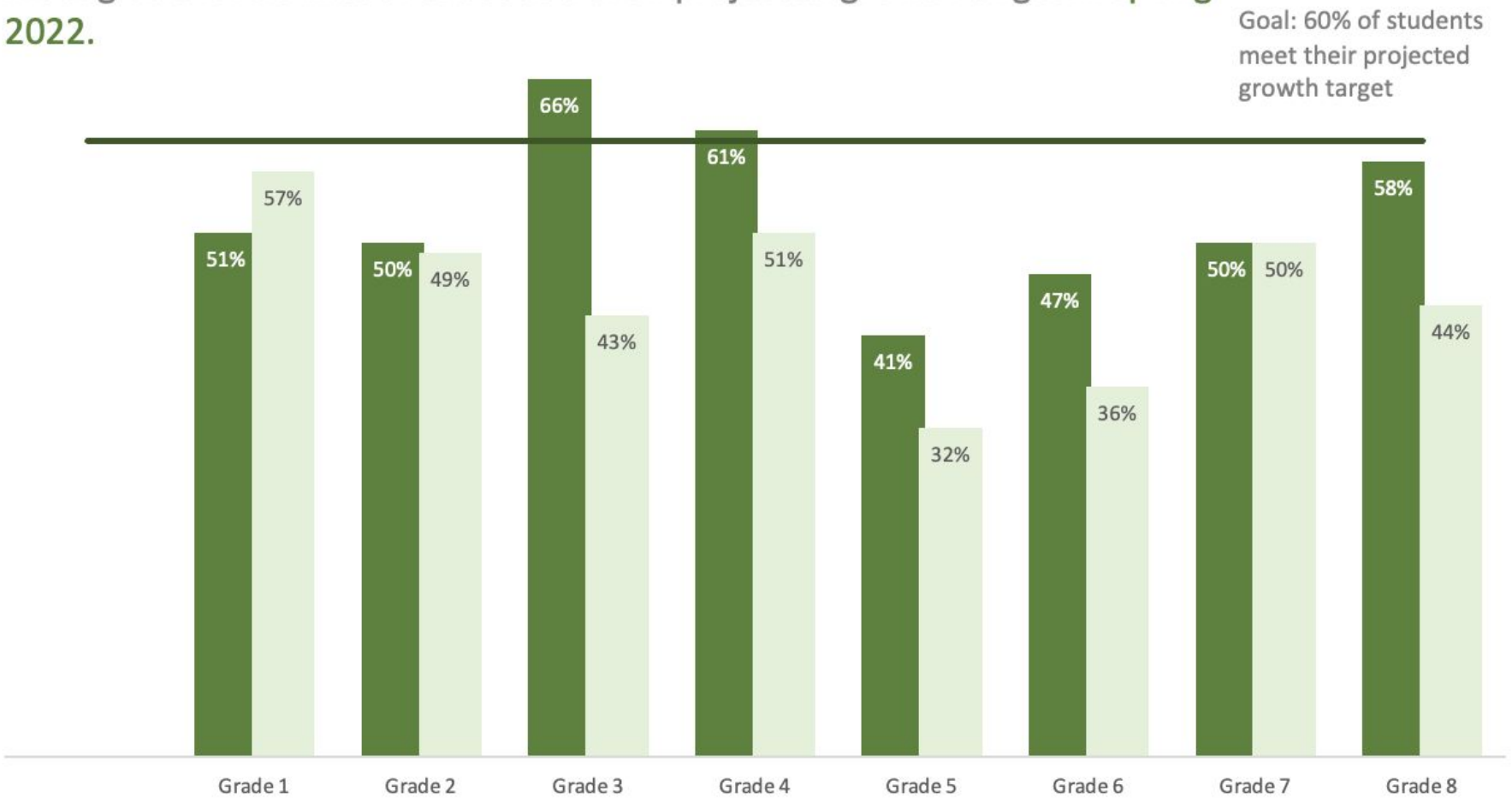
Reading Achievement Data Conclusions

Areas of Success	Areas for Growth
● Most grade levels have a higher percentage of learners reaching their growth goals when compared to last year. ● In grades 1-5, the average observed growth improved from last year. ● The implementation of a consistent K-5 curriculum (Lucy Calkins Reading Workshop) is in its 3rd year, and we are seeing improvements in reading achievement data over the course of time.	● We are falling short on our commitment to have 60% of our learners reach their growth goals. We need to increase the level of rigor across grade levels. ● Grades 5-8: too large of a gap between projected growth and actual observed growth. ● About 30% of our learners at any given grade level are projected to not be proficient on the M-Step

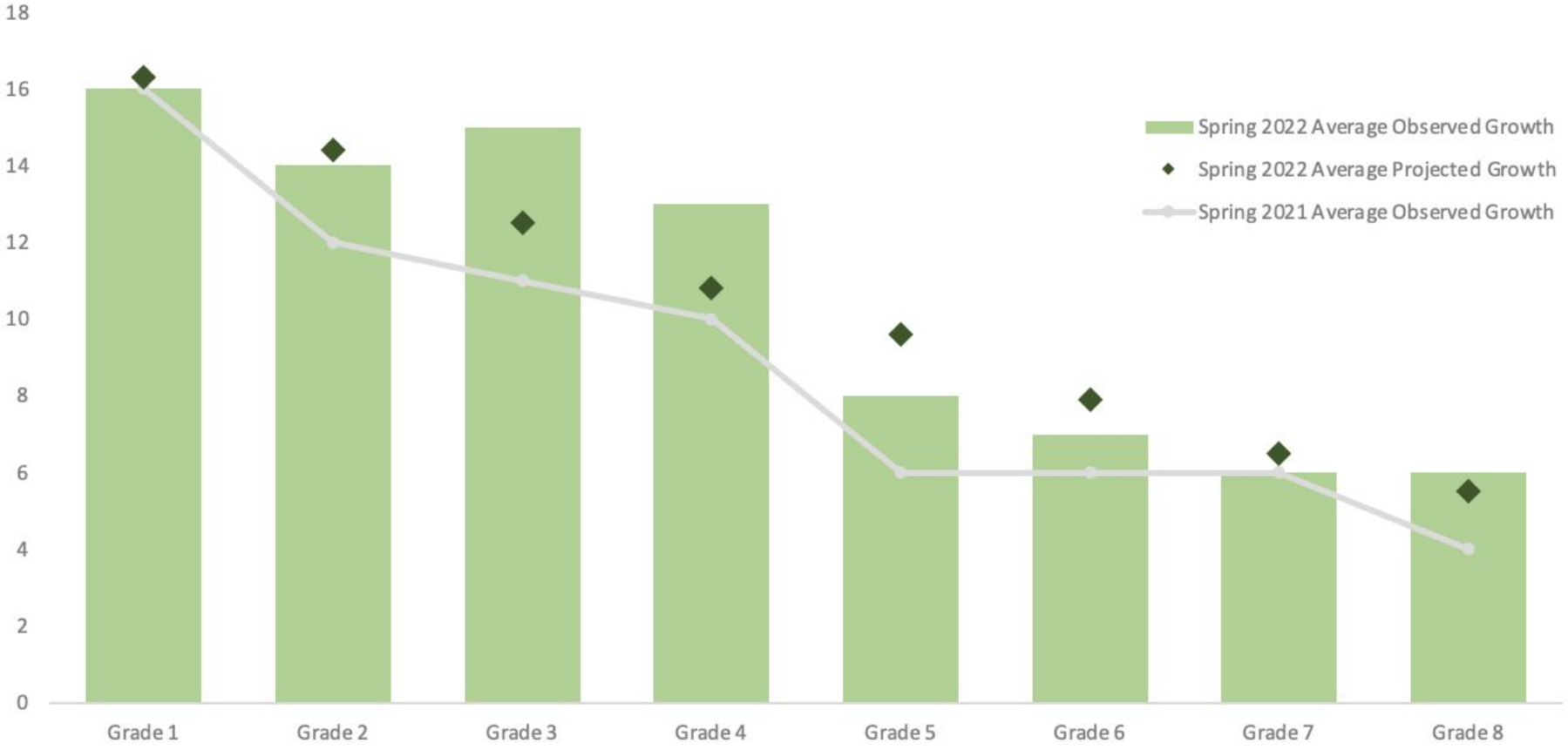
From the fall 2021 to spring 2022 administrations of NWEA **math** assessment, the district mean RIT **increased** in all grade levels.



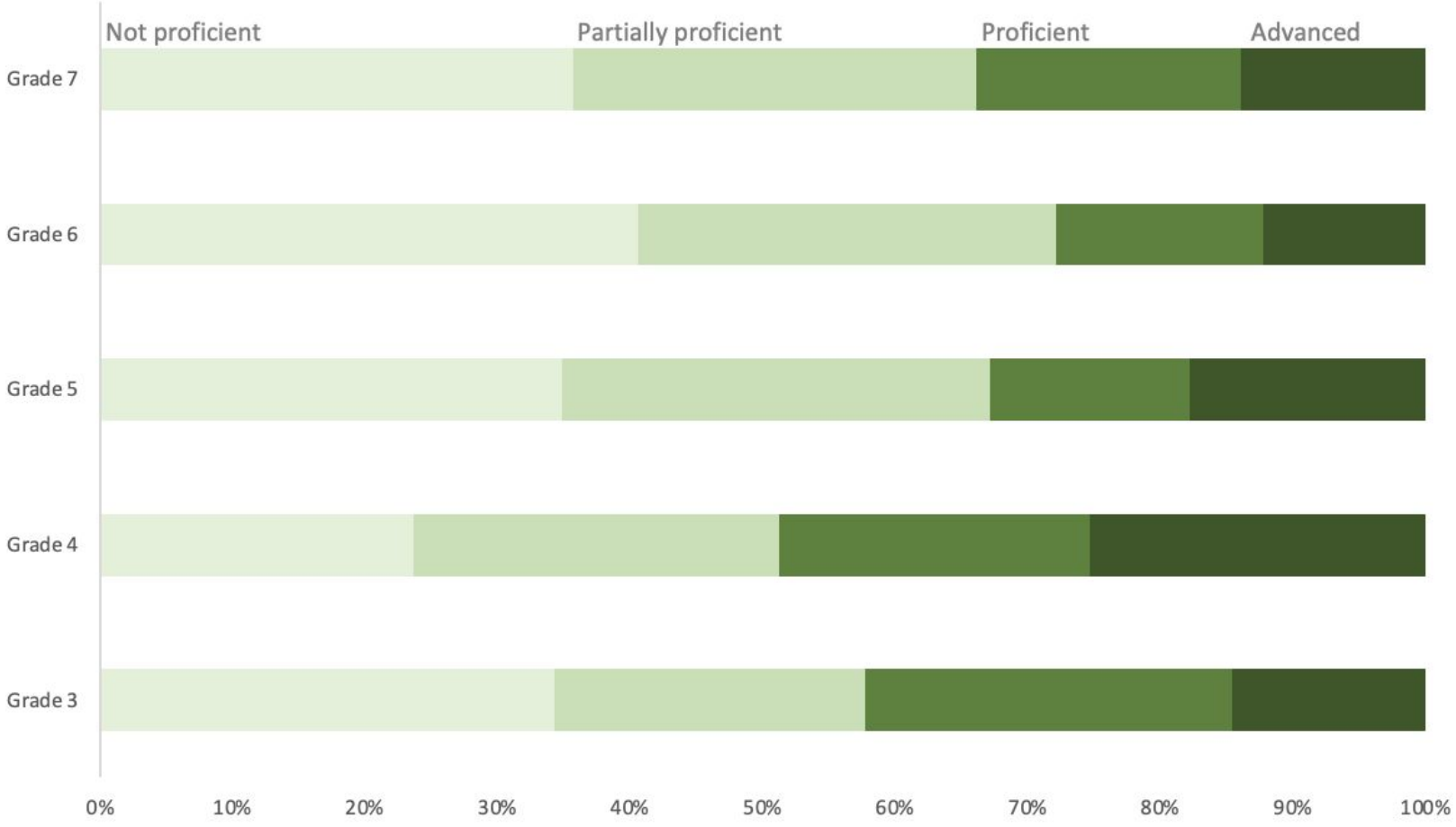
Compared to the spring 2021 NWEA Math administration, more students in **most** grade levels **met or exceeded** their projected growth target in spring 2022.



During the spring 2022 NWEA Math administration, most grade levels did not meet their projected growth, though most grade levels grew a greater number of RIT points compared to the same time last year.



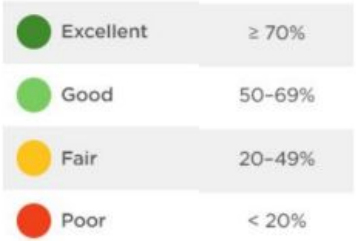
Nearly 70% of students are projected to be **partially proficient or above** on the Math portion of spring 2022 M-STEP based on their NWEA scores.



Math Achievement Data Conclusions

Areas of Success	Areas for Growth
• Most grade levels have a higher percentage of learners reaching their growth goals when compared to last year. • The percentage of third and fourth graders that reached their growth goal exceeded our district goal of 60%. • The majority of grade levels improved their average observed growth when compared to last year. • In year six of its implementation, the elementary Bridges Math program is demonstrating progress in achievement data. • The College Preparatory Math curriculum makes a positive impact over the course of time, as learners have more experience with it.	• We are falling short on our commitment to have 60% of our learners reach their growth goals. We need to increase the level of rigor across grade levels. • Grades 5-8: too large of a gap between projected growth and actual observed growth. • About 30% of our learners at any given grade level are projected to not be proficient on the M-Step

Multi-Faceted Achievement Data



Data Incorporated in Panorama Academic Snapshot

Elementary

- Report Card Standards: On-track by earning a 3 or higher (secure in applying standards) in ALL reported standards
- NWEA Benchmark Assessment Scores: On-track by scoring at grade-level on this assessment
- Fountas & Pinnell Reading: On-track by scoring at or above grade level

Middle School

- Report Card Grades: On-track by earning a C or higher in ALL courses
- NWEA Benchmark Assessment Scores: On-track by scoring at grade-level score

Quarter 4 End of Year Snapshot

Excellent	≥ 70%
Good	50–69%
Fair	20–49%
Poor	< 20%

		Academics
West Bloomfield School District 11 schools	4,901	47%

All schools	Enrollment	Academics
Doherty Elementary	488	50%
Gretchko Elementary	360	56%
Lakers Online Elementary	118	47%
Roosevelt Elementary	364	57%
Scotch Elementary	299	57%
Sheiko Elementary	384	42%
West Bloomfield Middle School	859	61%
Lakers Online Middle School	98	33%

Academics

54%

Achievement by Demographic Group

Race Ethnicity: American Indian | Grade Level: K or 1 or 2 or 3 or 4 or 5 or 6 or 7 or 8

Academics

West Bloomfield School District

11 schools | **27** of 4,901 | 56%

Grade Level: K or 1 or 2 or 3 or 4 or 5 or 6 or 7 or 8 | Race Ethnicity: Multi-Racial or Pacific Islander

Academics

West Bloomfield School District

11 schools | **14** of 4,901 | 64%

Grade Level: K or 1 or 2 or 3 or 4 or 5 or 6 or 7 or 8 | Race Ethnicity: Asian American

Academics

West Bloomfield School District

11 schools | **222** of 4,901 | 76%

Grade Level: K or 1 or 2 or 3 or 4 or 5 or 6 or 7 or 8 | Race Ethnicity: White

Academics

West Bloomfield School District

11 schools | **1,493** of 4,901 | 62%

Grade Level: K or 1 or 2 or 3 or 4 or 5 or 6 or 7 or 8 | Race Ethnicity: Black or African

Academics

West Bloomfield School District

11 schools | **1,021** of 4,901 | 37%

Grade Level: K or 1 or 2 or 3 or 4 or 5 or 6 or 7 or 8 | Hispanic/Latino: Yes

Academics

West Bloomfield School District

11 schools | **190** of 4,901 | 47%

Next Steps

Next Steps

- **Strategic Plan, Academics & Programs**

We need to increase the level of rigor in our instruction for all learners, and we need to support teachers in how to do that.

- *Prioritizing standards within our units of study*
- *Provide students with a clear road map for their success with these rigorous standards through Proficiency Scales*
- *Deliberately focus our tier 1 instructional efforts here will ensure that we increase rigor and engagement.*
- *Improved support with how to differentiate instruction to meet needs of learners*

Learning Sciences MARZANO CENTER

Marzano Focused Teacher Evaluation Model

Standards-Based Classroom with Rigor

STANDARDS-BASED PLANNING

- Planning Standards-Based Lessons/Units
- Aligning Resources to Standard(s)
- Planning to Close the Achievement Gap Using Data

CONDITIONS FOR LEARNING

- Using Formative Assessment to Track Progress
- Providing Feedback and Celebrating Progress
- Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- Using Engagement Strategies
- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
- Communicating High Expectations for Each Student to Close the Achievement Gap

STANDARDS-BASED INSTRUCTION

- **Identifying Critical Content from the Standards**
- Previewing New Content
- Helping Students Process New Content
- Using Questions to Help Students Elaborate on Content
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge
- Helping Students Engage in Cognitively Complex Tasks

PROFESSIONAL RESPONSIBILITIES

- Adhering to School and District Policies and Procedures
- Maintaining Expertise in Content and Pedagogy
- Promoting Teacher Leadership and Collaboration

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Planning Standards-Based Lessons/Units

Focus Statement: Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.

Desired Effect: Teacher provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.

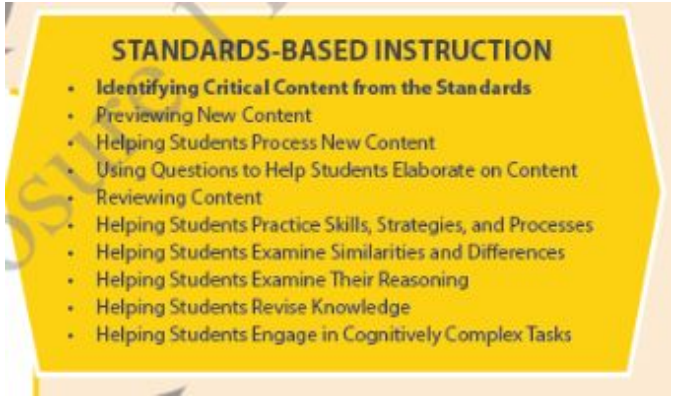
Planning Evidence

- ☐ Plans exhibit a focus on the essential standards
- ☐ Plans include a scale that builds a progression of knowledge from simple to complex
- ☐ Plans identify learning targets aligned to the rigor of required standards
- ☐ Plans identify specific instructional strategies appropriate for the learning target
- ☐ Plans illustrate how learning will scaffold from an understanding of foundational content to application of information in authentic ways
- ☐ Lessons are planned with teachable chunks of content
- ☐ When appropriate, lessons/units are integrated with other content areas
- ☐ When appropriate, learning targets and unit plans include district scope and sequence
- ☐ Plans illustrate how equity is addressed in the classroom
- ☐ When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans are addressed in the classroom
- ☐ When appropriate, plans illustrate how EL strategies are addressed in the classroom
- ☐ When appropriate, plans integrate cultural competencies and/or standards

Example Implementation Evidence

- ☐ Lesson plans align to grade level standard(s) with targets and use a performance scale
- ☐ Planned and completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level
- ☐ Planned and completed student assignments/work require practice with complex text and its academic language
- ☐ Planned and completed student assignments/work demonstrate development of applicable mathematical practices
- ☐ Planned and completed student assignments/work demonstrate grounding in real-world application
- ☐ Planned and completed student assignments/work demonstrate how equity has been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans have been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work demonstrate how EL strategies have been addressed in the lesson/unit
- ☐ Planned and completed student assignments/work indicate opportunities for students to insert content specific to their cultures
- ☐ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, attempts to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning *and* provides evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing lessons/units plans aligned to grade level standard(s) using learning targets embedded in a performance scale *and* the impacts on student learning.



Identifying Critical Content from the Standards (Required evidence in every lesson)

Focus Statement: Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.

Desired Effect: Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).

Example Teacher Instructional Techniques (Check any technique used in the lesson)

- ☐ Identify a learning target aligned to the grade level standard(s)
- ☐ Begin and end the lesson with focus on the learning target to indicate the critical content of the lesson
- ☐ Provide a learning target embedded in a scale specifying critical content from the standard(s)
- ☐ Relate classroom activities to the target and/or scale throughout the lesson
- ☐ Identify differences between the critical content from the standard(s) and non-critical content
- ☐ Identify and accurately teach critical content
- ☐ Use a scaffolding process to identify critical content for each 'chunk' of the learning progression
- ☐ Use verbal/visual cueing
- ☐ Use storytelling and/or dramatic instruction
- ☐ Model how to identify meaning and purpose in a text
- ☐ Ensure text complexity aligns to the critical content
- ☐ When appropriate, use cultural examples to connect learning activities to the learning target/critical content

Example Teacher Techniques for Monitoring for Learning (Check any category used in the lesson)

- ☐ **Use a Group Activity** to monitor that students know what content is important
- ☐ **Use Student Work** (Recording and Representing) to monitor that students know what content is important
- ☐ **Use Response Methods** to monitor that students know what content is important
- ☐ **Use Questioning Sequences** to monitor that students know what content is important

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique.)

- ☐ Student conversation in groups focus on critical content
- ☐ Generate short written response (i.e. summary, entrance/exit ticket)
- ☐ Create nonlinguistic representations (i.e. diagram, model, scale)
- ☐ Student-generated notes focus on critical content
- ☐ Responses to questions focus on critical content
- ☐ Explain purpose and unique characteristics of key concepts/critical content
- ☐ Explain applicable mathematical practices in critical content
- ☐ When appropriate, responses involve explanatory content specific to their culture

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ☐ Reteach or use a new teacher technique
- ☐ Reorganize groups
- ☐ Utilize peer resources
- ☐ Modify the task
- ☐ Provide additional resources

Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses the progression of standards-based learning targets embedded within a performance scale to identify accurate critical content during a lesson or part of a lesson. The desired effect is displayed in the majority of student evidence at the taxonomy level of the critical content.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the student evidence at the taxonomy level of the critical content.

Performance & Proficiency Scale Sample

Quadratic Equations – Customized (8 Math)

4.0	The student will: • Sketch a graph of a given quadratic equation with real roots (for example, identify the roots and vertex of the equation $y = x^2 + 4x - 21$ and sketch a rough graph of the corresponding parabola).
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: **QE1—Find the vertex of a quadratic equation with real roots** (for example, find the vertex of a given quadratic equation in vertex form and find the vertex of a given quadratic equation in standard form when given the roots). **QE2—Use the quadratic formula to solve quadratic equations with real roots** (for example, find the possible values of x for the equation $x^2 + 4x - 21 = 0$).
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**QE1—**The student will recognize or recall specific vocabulary (for example, *axis of symmetry*, *parabola*, *quadratic equation*, *roots*, *vertex form of a quadratic equation*, *vertex*) and perform basic processes such as: • Identify quadratic equations. • Evaluate the value of y for a given value of x in a quadratic equation. • List the components of a parabola (axis of symmetry, vertex, and roots). • Explain that the axis of symmetry of a parabola will lie halfway between its roots. • Find the vertex of a quadratic equation in vertex form. For example, state that the vertex of a quadratic equation of the form $y = a(x - b)^2 + c$ is at (b, c). **QE2—**The student will recognize or recall specific vocabulary (for example, *quadratic formula*, *standard form of a quadratic equation*) and perform basic processes such as: • State the standard form of a quadratic equation: $y = ax^2 + bx + c$. • Manipulate a given quadratic equation into the form $y = ax^2 + bx + c$. • Explain that a quadratic equation will have two roots. • State the quadratic formula: ($x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$). • Evaluate the quadratic formula for given values of a, b, and c.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Performance & Proficiency Scale Sample

Revision – Customized (3 ELA)

4.0	The student will: • Create a revision checklist for a specific type of text (for example, create a checklist for a narrative text to ensure that the events are in order, the dialogue has clear and varied introductions, the description develops the events, and specific, descriptive language is used throughout).
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: **R1—Replace overused or generic words with more specific synonyms in a draft** (for example, in a narrative containing dialogue, use varied verbs, rather than *said*, to introduce characters' speech). **R2—Ensure that important ideas are well-explained in a draft** (for example, identify the main idea and important details in a paragraph and incorporate explanations that help a reader understand how the details support the main idea).
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**R1—**The student will recognize or recall specific vocabulary (for example, *slang*) and perform basic processes such as: • List synonyms for a common word. • Use a thesaurus to find synonyms for a word. • Identify words in a draft (such as slang) that could be replaced with more formal synonyms. • Identify overused or common verbs (such as *said*, *like*, *get*) that could be replaced by more specific synonyms. • Identify overused or vague adjectives (such as *nice*, *bad*, *fun*) that could be replaced by more specific synonyms. **R2—**The student will recognize or recall specific vocabulary (for example, *thesis*) and perform basic processes such as: • List the structural elements a draft needs to include (such as introduction, body, conclusion, illustration, title). • Identify a draft's thesis or main topic. • Identify the reasons given in a draft for an opinion or thesis. • Identify details that support a reason in a draft. • Identify introduction and conclusion statements in a draft.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Next Steps

- **Strategic Plan, Academics & Programs**
  - **Goal Statement:** WBSD will provide engaging, meaningful, inclusive, and rigorous opportunities and extracurricular programs.
    - **Objective #1:** Throughout the 22-23 school year, teacher leaders (at all levels) and administrators will receive intensive training, support, and coaching to support the implementation of Standards-Based Planning and the use of Proficiency Scales in all classrooms to fully align with the Marzano Instructional Model.
      - Develop & Implement Student Proficiency Scales
      - Ongoing support of teacher leaders throughout the year
        - Teacher leaders leading PLCs and work groups to strengthen this work
        - Model classrooms (teacher leaders)
        - District fidelity check walk-throughs
        - Monthly teacher leader meetings
        - Instructional coaching

Next Steps

- **Strategic Plan, Academics & Programs**
  - **Goal Statement:** WBSD will provide engaging, meaningful, inclusive, and rigorous opportunities and extracurricular programs.
    - **Objective #2:** Throughout the 22-23 school year, teachers in all classrooms will implement Standards-Based Planning and Proficiency Scales in their instruction to increase student rigor and engagement and to align with the Marzano Instructional Model.
      - Develop & implement student Proficiency Scales
      - Training for all staff
      - Ongoing support for teachers throughout the year
      - K-5 Literacy Essentials Goals connected to focus on priority standards and skills

EVERY CHILD classroom Day

Literacy Essentials

The practices listed can be used within a variety of overall approaches to literacy instruction and within many different structures of the school day; the document does not specify one particular program or approach to literacy instruction. We limited the list to ten practices; there are other literacy instructional practices that may be worthy of attention. In addition, new literacy research could alter or add to the instructional practices recommended here. For these reasons, choosing to enact the practices on this list would leave considerable agency and choice for individual districts, schools, and teachers.

LEO Project Description

The Literacy Essentials Oakland (LEO) initiative is designed to increase each district's capacity to support effective literacy practices that will result in increased student achievement. Oakland Schools will work with district literacy leadership teams to develop personalized in-district road maps that attend to the needs of administrators, literacy coaches, teachers, students, and families. A part of this project is the in-residence program that will support districts in developing and/or refining their own coaching structure.

The goals for the LEO project are that:

- **K – 3 students will demonstrate significant growth in literacy learning and achievement,**
- **teachers will demonstrate an increased ability to implement the MAISA GELN Essential Instructional Practices in Early Literacy**
- **districts will demonstrate an increased capacity to implement the MAISA GELN Essential School-Wide and Center-Wide Practices in Literacy.**

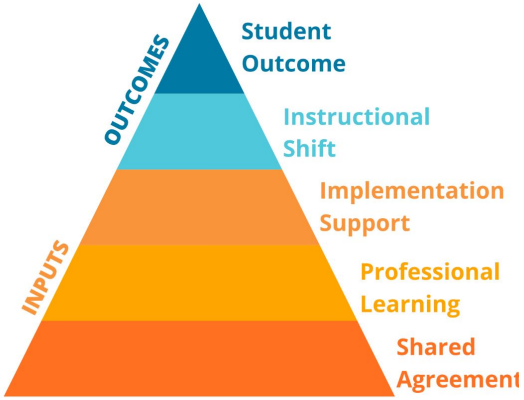
To reach these goals, we will partner with districts to strengthen systems design and effective literacy practices.

What should Reader's Workshop look like across K-5 West Bloomfield School District?

- To develop a shared understanding of what Reader's Workshop should look like.

How did we gather our evidence to determine our Shared Agreements?

- Reader's Workshop Look Fors
- PLC Shared Agreement Survey
- Small Group Instruction Survey
- Relaunch of fall survey data
- Google Form Survey
    - Readers Workshop: I Used to…Now I…



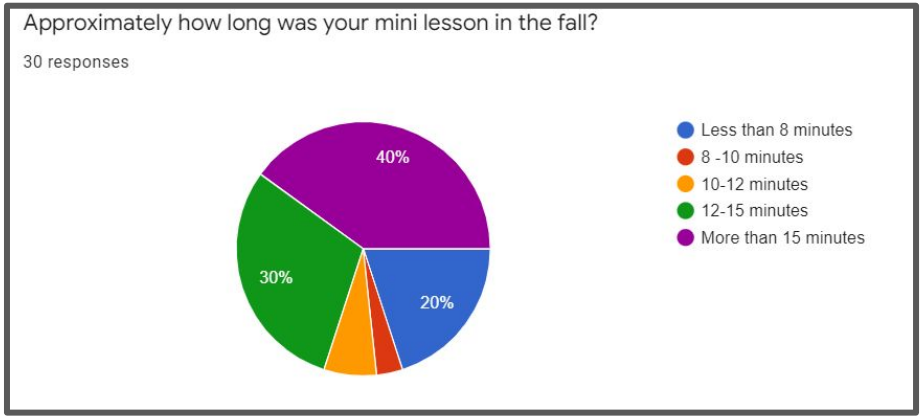
West Bloomfield Shared Agreements

- To provide clear and concise mini-lessons
- To increase student's independent reading stamina
- To provide small group instruction with progress monitoring

Coaching to Support our Shared Agreements

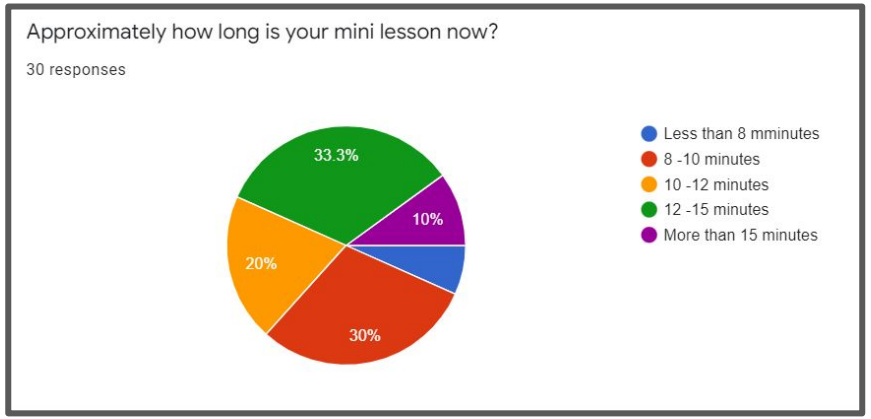
- Coaching cycles were focused on setting up procedures and classroom expectations during Readers Workshop
  - keeping the mini-lesson mini
  - building stamina during
  - independent/partner reading
- Supporting teachers in coaching cycles around small group instruction
- Coaching cycles around standards based planning

Mini-Lesson Length



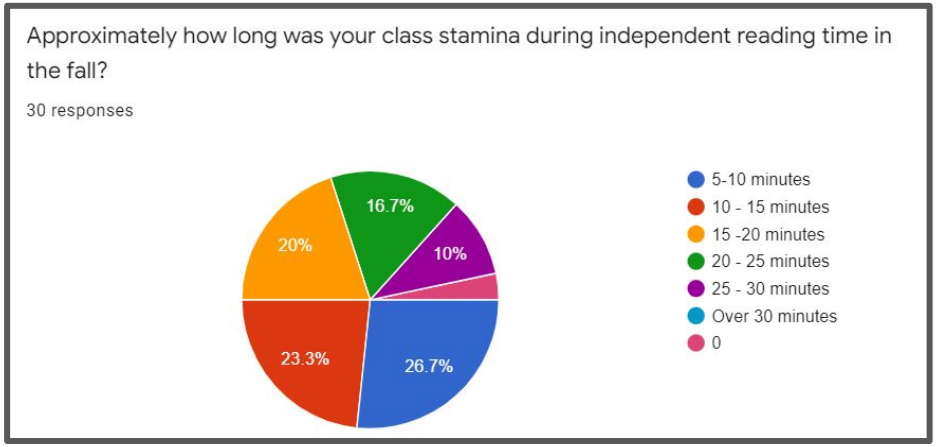
Fall Data

Current Data

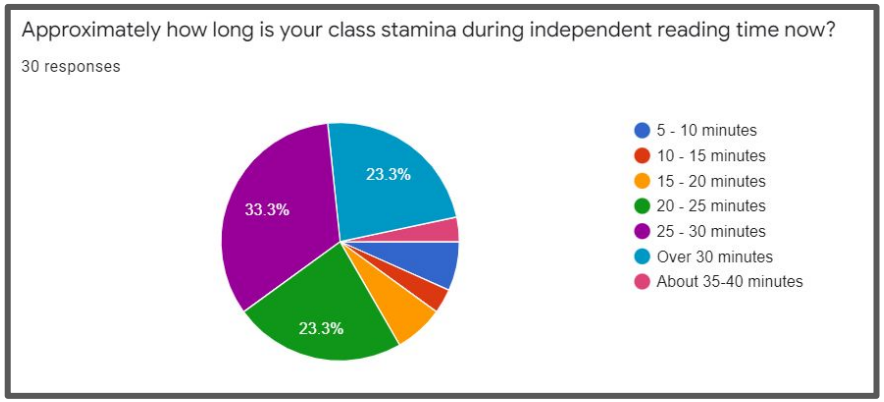


Reading Stamina

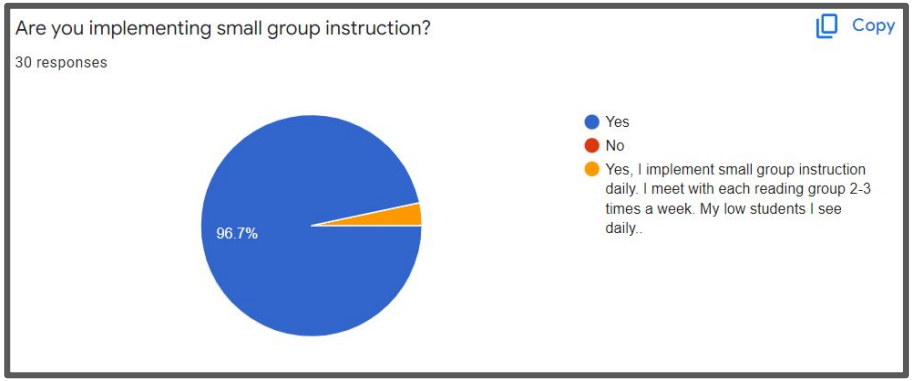
Fall Data

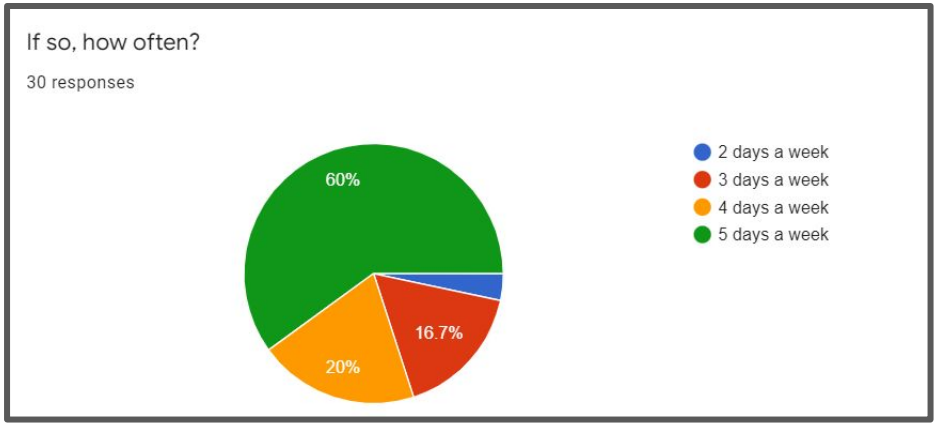


Current Data



Current Data
Small Group Instruction





What Did We Accomplish?

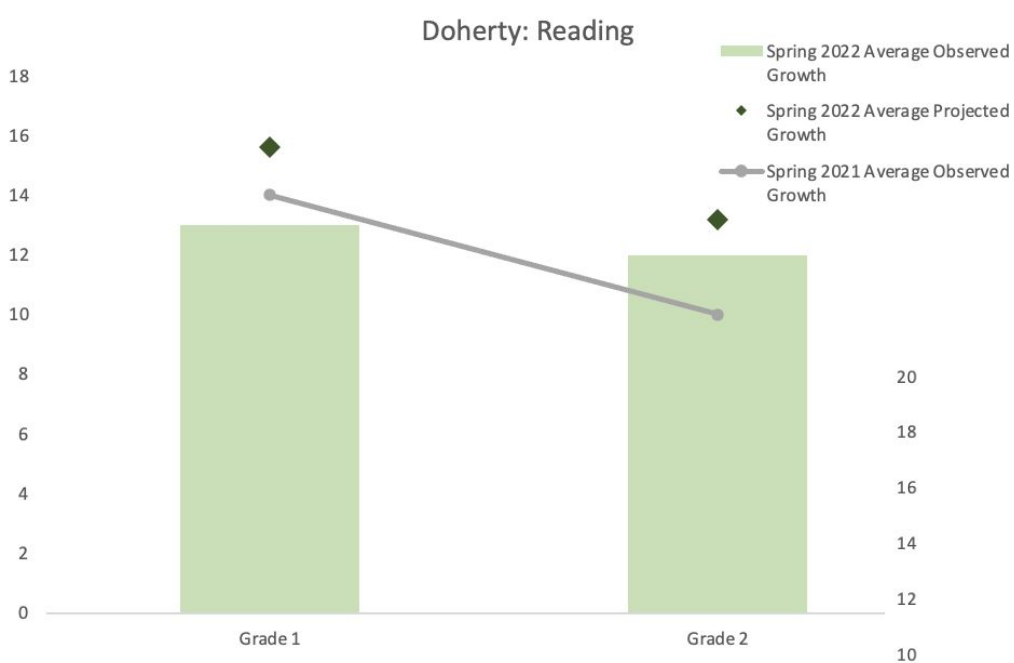
- Shared understanding of what Reader's Workshop looks like and sounds like
- Increased reading stamina during independent reading
- Increase in small group instruction in classrooms
- Shortened length of mini-lessons
- Supported new teachers in routines and expectations of Workshop

Next Steps

- Continued coaching cycles with teachers focused on:
  - mini-lessons/planning
  - Building reading stamina
  - small group instruction
- Book Clubs
- Teacher Labs
- Small Group Instruction Framework

Appendix:

School Level NWEA Two Year Observed Growth


Doherty: Reading
Spring 2022 Average Observed Growth
Spring 2022 Average Projected Growth
Spring 2021 Average Observed Growth
18
16
14
12
10
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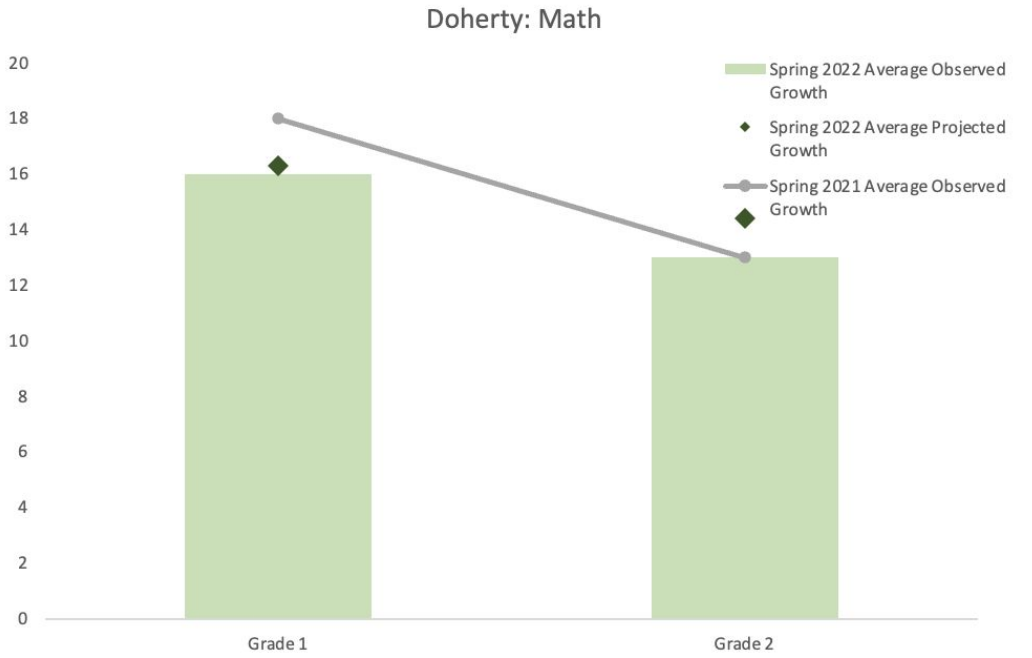
Grade 1
Grade 2


Doherty: Math
Spring 2022 Average Observed Growth
Spring 2022 Average Projected Growth
Spring 2021 Average Observed Growth
20
18
16
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Grade 1
Grade 2


Gretchko: Reading
Spring 2022 Average Observed Growth
Spring 2022 Average Projected Growth
Spring 2021 Average Observed Growth
20
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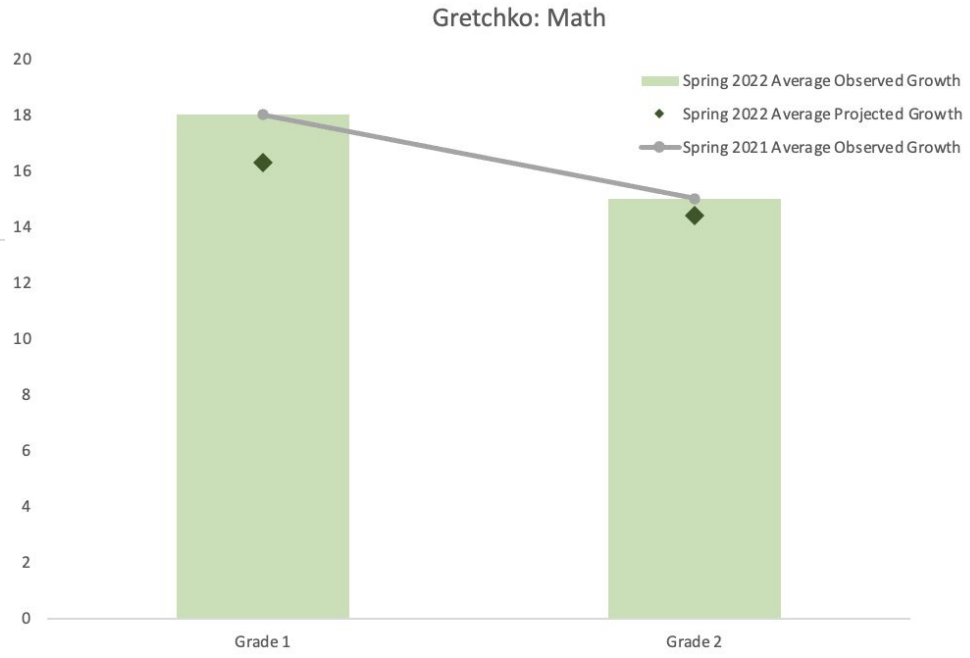
Grade 1
Grade 2


Gretchko: Math
Spring 2022 Average Observed Growth
Spring 2022 Average Projected Growth
Spring 2021 Average Observed Growth
20
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10
8
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Grade 1
Grade 2


Scotch: Reading
Spring 2022 Average Observed Growth
Spring 2022 Average Projected Growth
Spring 2021 Average Observed Growth
14
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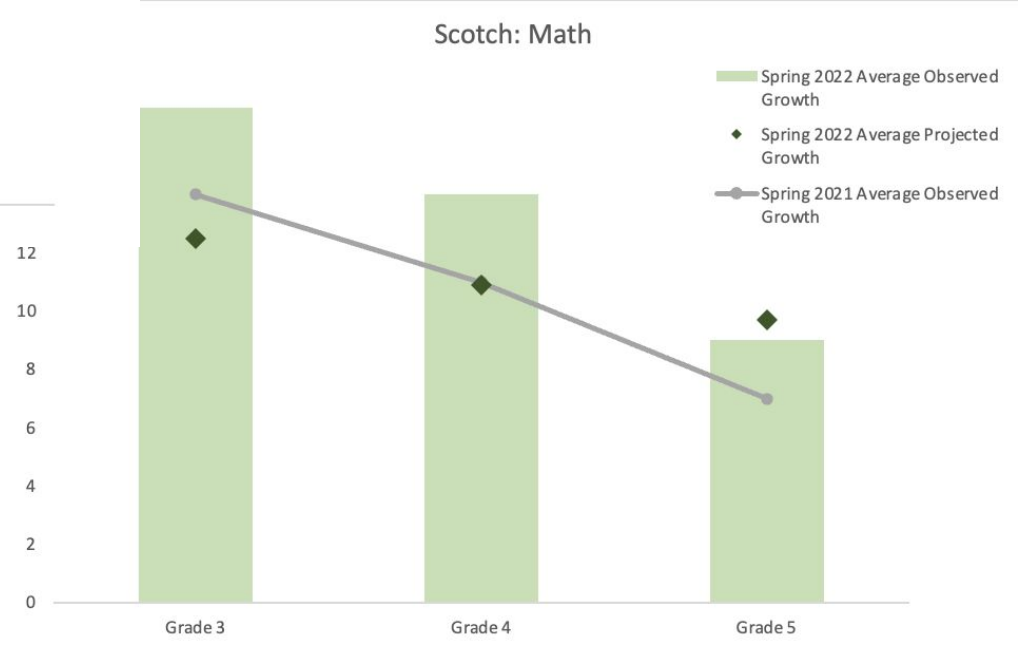
Grade 3
Grade 4
Grade 5


Scotch: Math
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Spring 2022 Average Projected Growth
Spring 2021 Average Observed Growth
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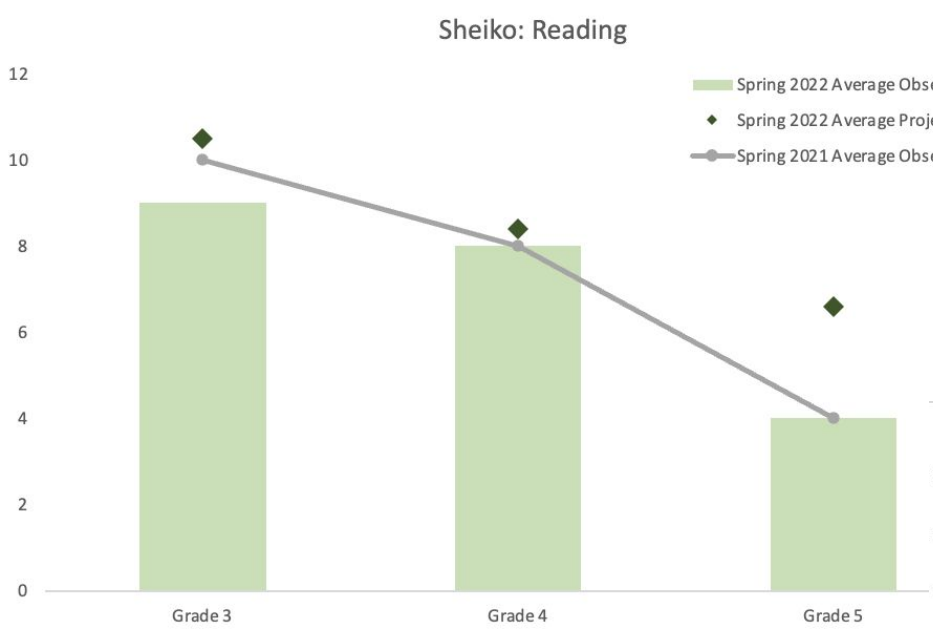
Grade 3
Grade 4
Grade 5


Sheiko: Reading
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Spring 2022 Average Projected Growth
Spring 2021 Average Observed Growth
12
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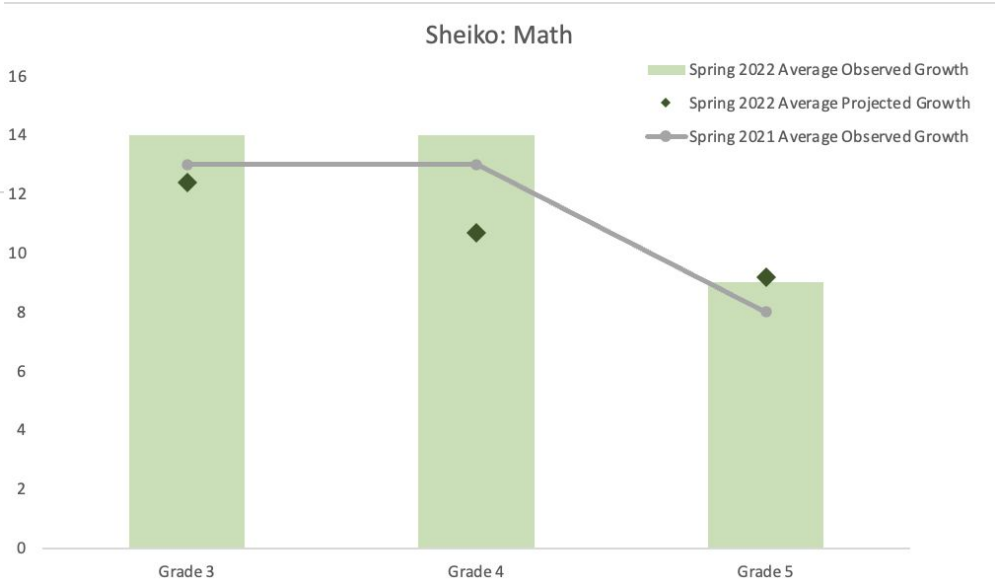
Grade 3
Grade 4
Grade 5


Sheiko: Math
Spring 2022 Average Observed Growth
Spring 2022 Average Projected Growth
Spring 2021 Average Observed Growth
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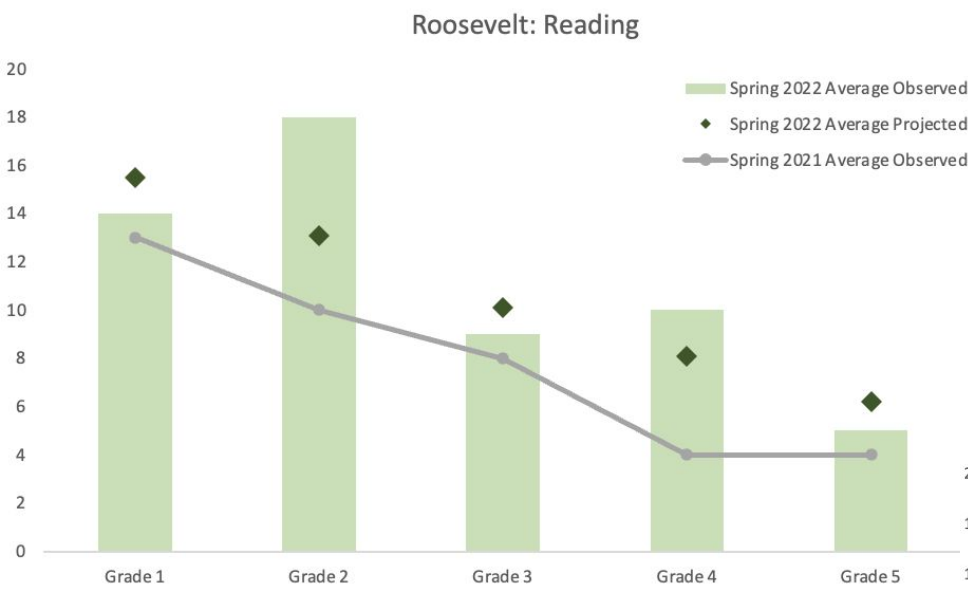
Grade 3
Grade 4
Grade 5


Roosevelt: Reading
Spring 2022 Average Observed Growth
Spring 2022 Average Projected Growth
Spring 2021 Average Observed Growth
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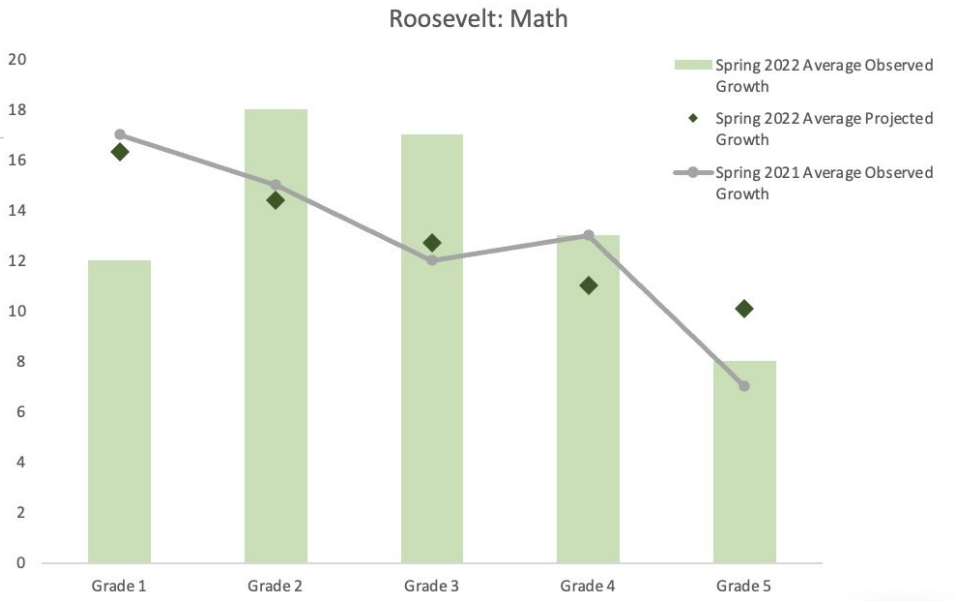
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5


Roosevelt: Math
Spring 2022 Average Observed Growth
Spring 2022 Average Projected Growth
Spring 2021 Average Observed Growth
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Grade 1
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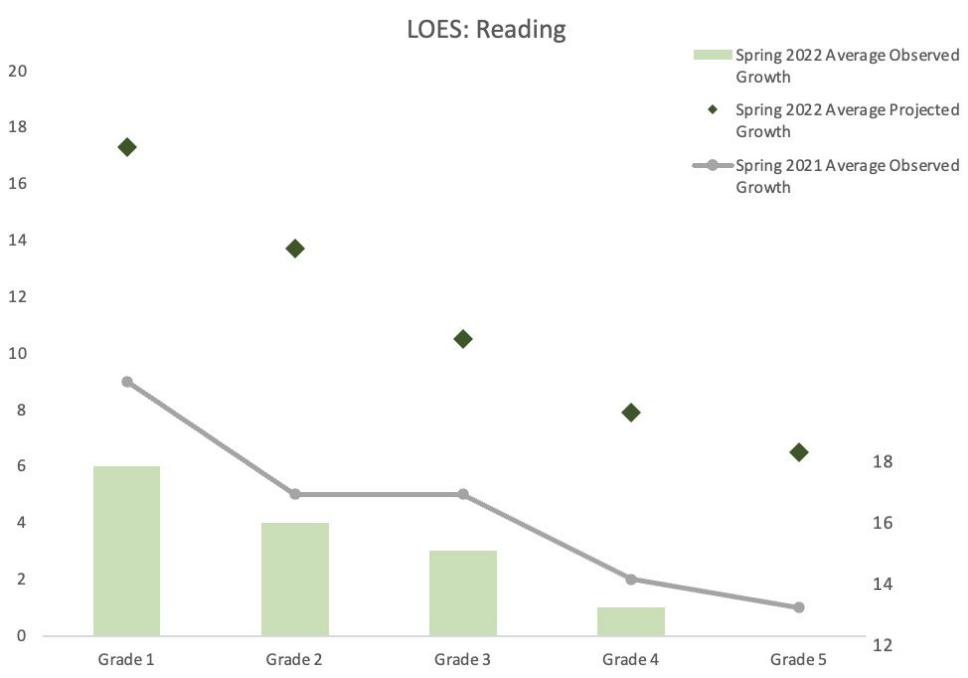
Grade 3
Grade 4
Grade 5


LOES: Reading
Spring 2022 Average Observed Growth
Spring 2022 Average Projected Growth
Spring 2021 Average Observed Growth
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Grade 1
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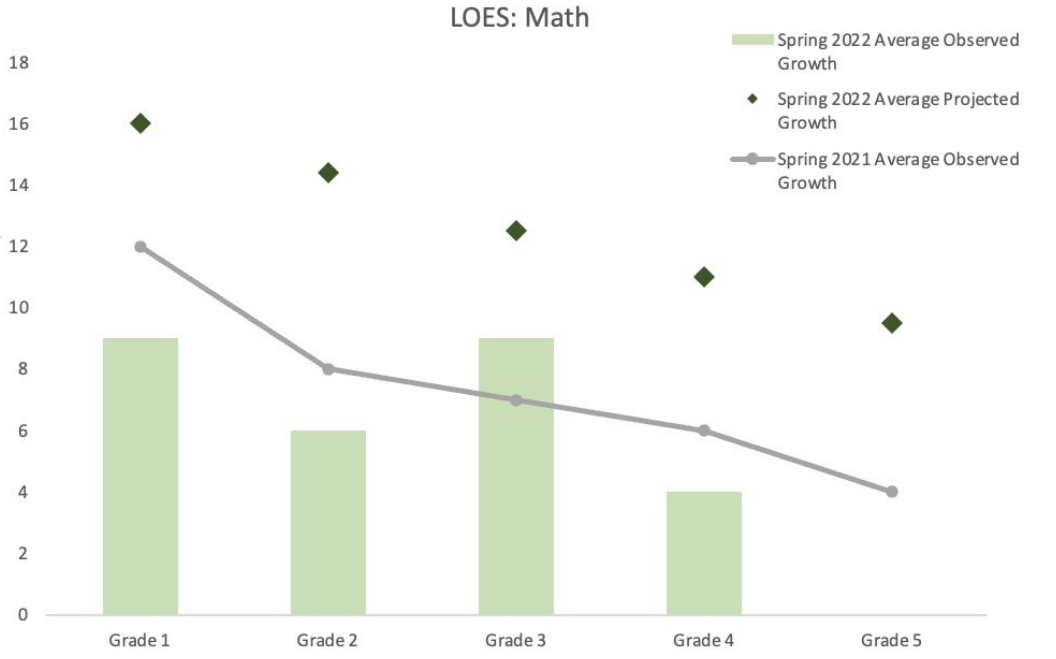
Grade 3
Grade 4
Grade 5


LOES: Math
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Spring 2022 Average Projected Growth
Spring 2021 Average Observed Growth
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Grade 1
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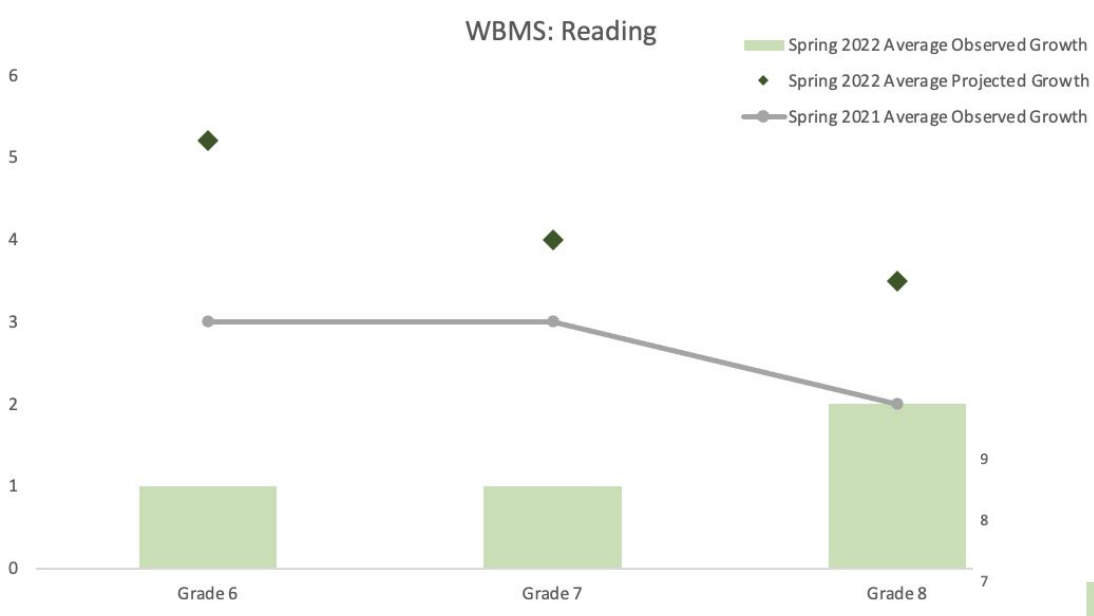
Grade 3
Grade 4
Grade 5


WBMS: Reading
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Spring 2022 Average Projected Growth
Spring 2021 Average Observed Growth
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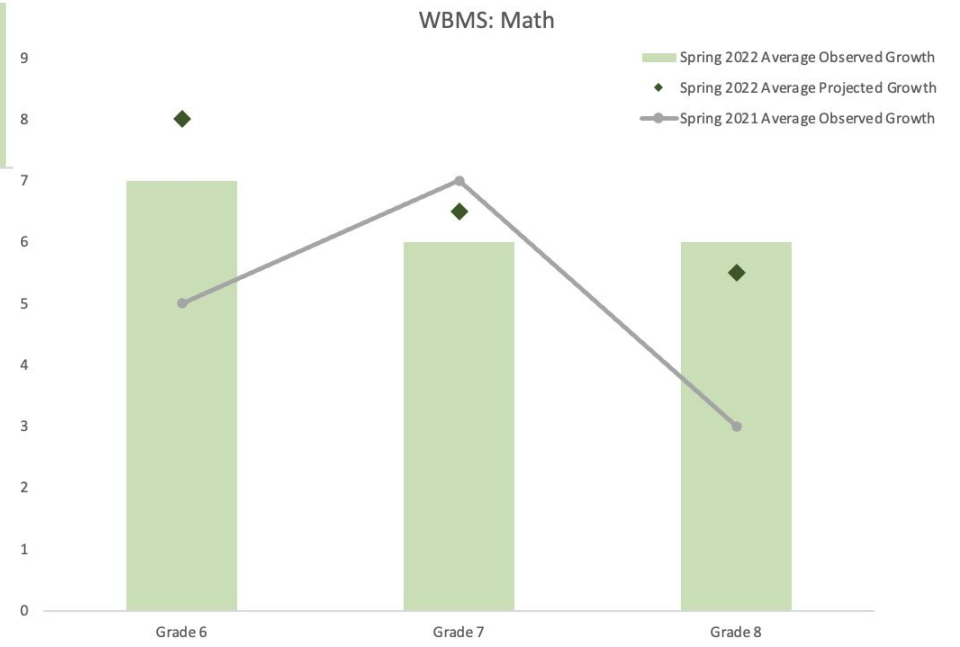
Grade 6
Grade 7
Grade 8


WBMS: Math
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Spring 2022 Average Projected Growth
Spring 2021 Average Observed Growth
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Grade 6
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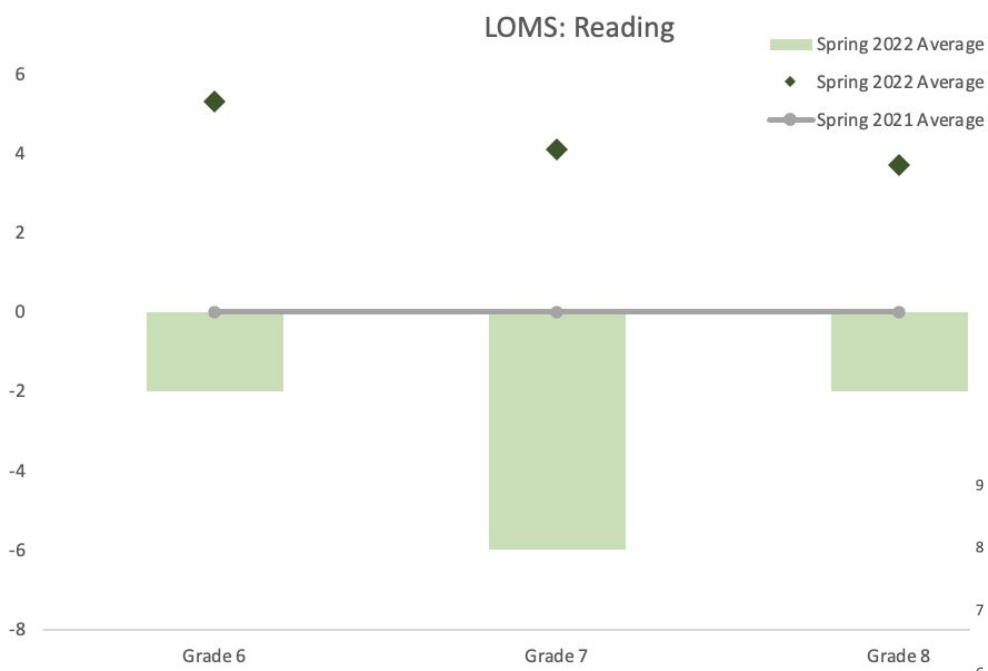
Grade 8


LOMS: Reading
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Spring 2022 Average Projected Growth
Spring 2021 Average Observed Growth
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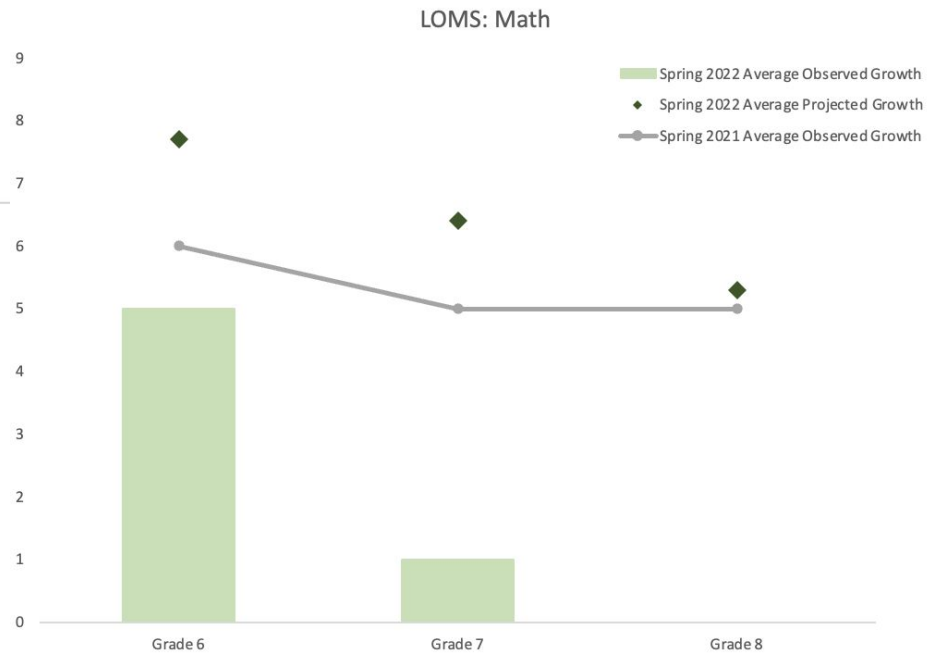
Grade 6
Grade 7
Grade 8


LOMS: Math
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Spring 2022 Average Projected Growth
Spring 2021 Average Observed Growth
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Grade 6
Grade 7
Grade 8