



***K-12***  
***Educational Goals***  
***Progress***

*January 24, 2022*



## ***K-12 Educational Goals***

**Goal 1:** By the end of the 2021-22 school year, each school and the district will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grade K-8 and local assessments for Grade 9 - 12.

- All teachers will use a variety of strategies and assessments to support meaningful student progress towards mastery of reading/ELA academic standards.
- In reading/ELA, results from benchmark and local assessments will be continuously discussed and analyzed by staff.

**Goal 2:** By the end of the 2021-22 school year, each school and the district will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grade K-8 and local assessments for Grade 9- 12.

- All teachers will use a variety of strategies and assessments to support meaningful student progress towards mastery of math academic standards.
- In mathematics, results from benchmark and local assessments will be continuously discussed and analyzed by staff.

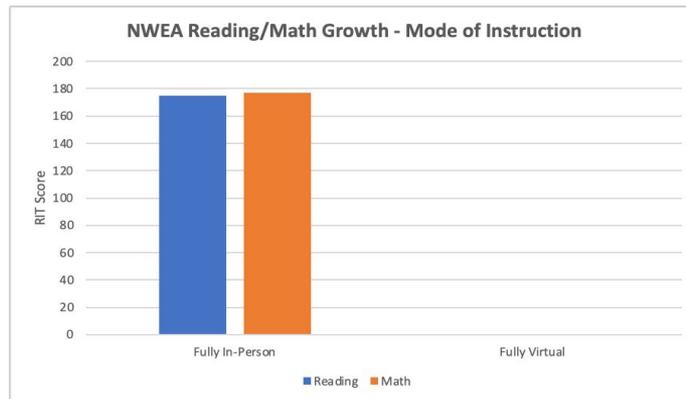
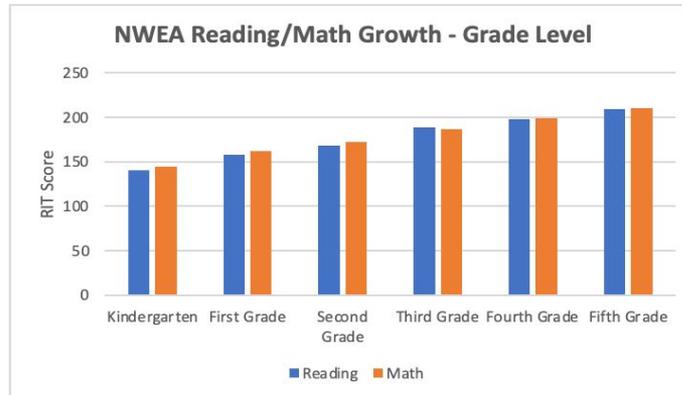
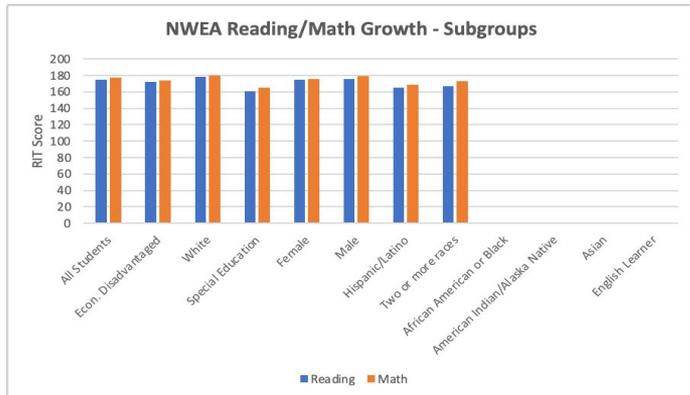


# Strategies District-wide K-5

- All instructional staff members have been engaged in weekly Collaboration Around Student Success (CASS) sessions utilizing a dedicated time of 45 minutes per week and a defined structure to analyze student data and respond with targeted instruction in the classroom.
- All instructional staff participated in professional development to build/refresh an understanding of our district implementation guides in reading and mathematics instruction. These implementation guides promote a shared focus on key instructional strategies, non-negotiables, and the gold standard of instruction. These professional development sessions have led into follow up throughout the year with the implementation guides in building conversations, CASS meeting sessions, and evaluative feedback.
- Math interventionists were hired to provide direct intervention service to students with gaps in their math skill and concept acquisition. The math interventionist utilize NWEA data and digging deeper assessments to identify student needs and utilize AVMR strategies to target gap skills and conceptual understandings.

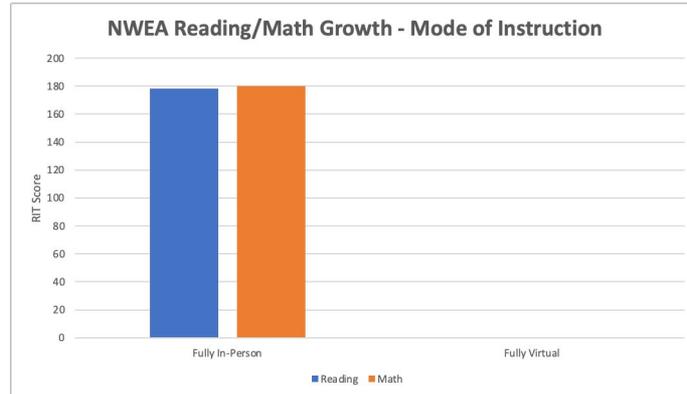
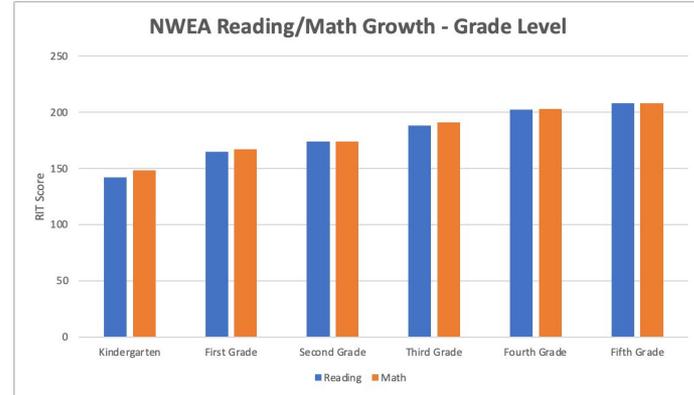
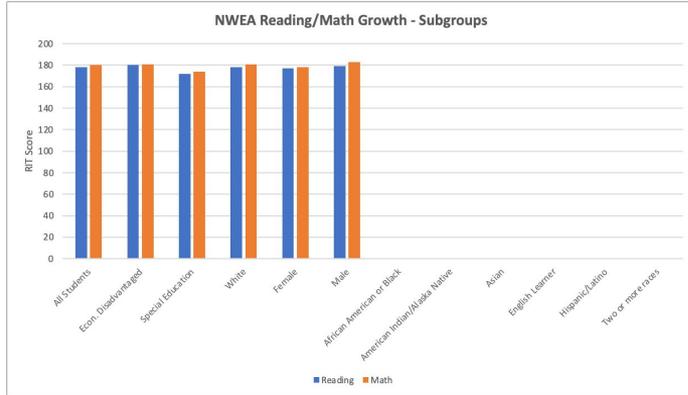


# Amanda Moore Progress



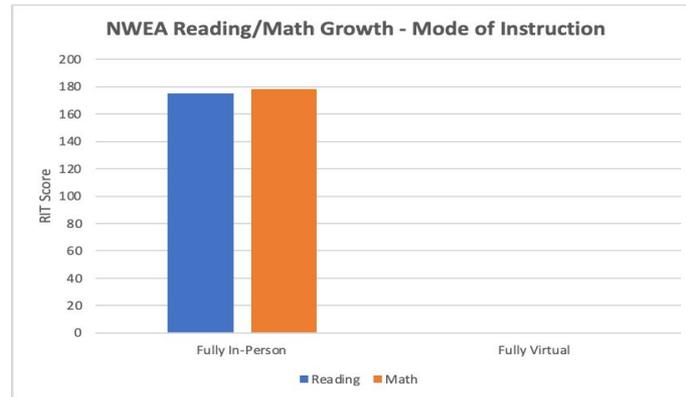
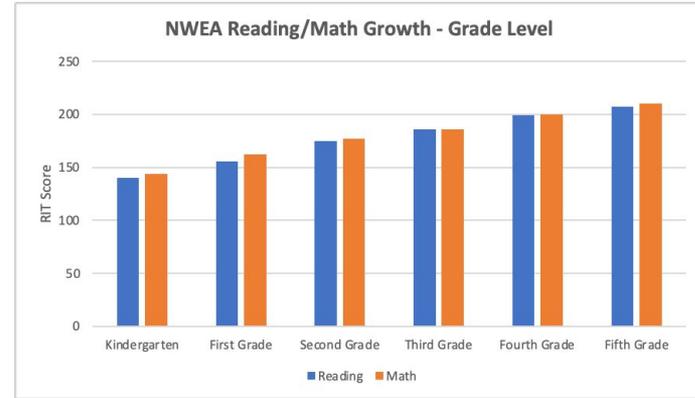
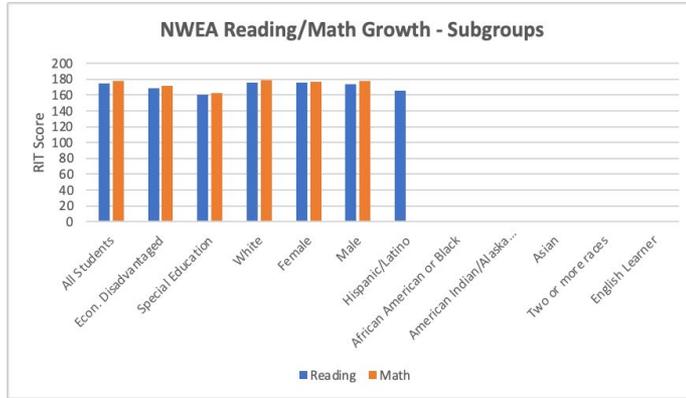


# Hamilton-Parsons Progress



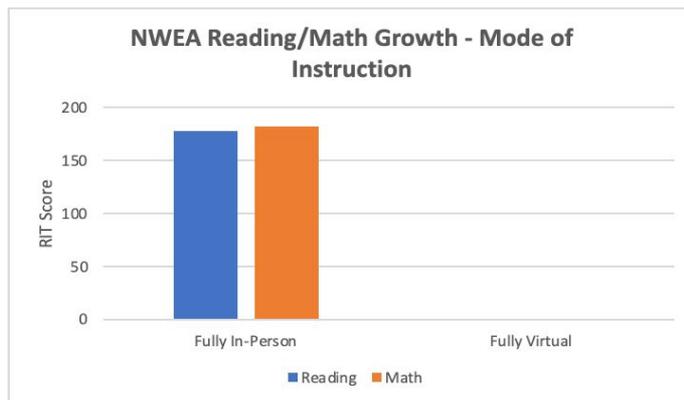
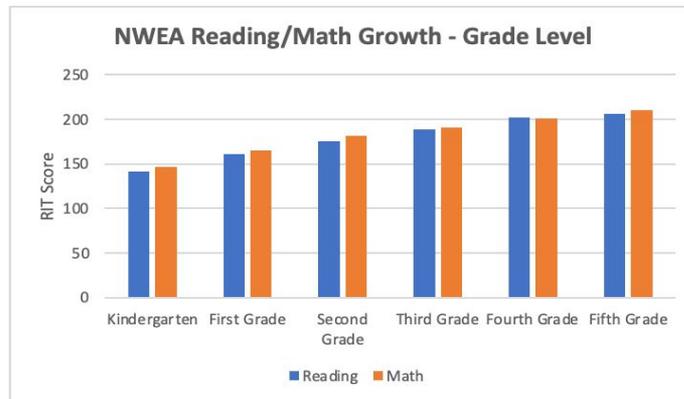
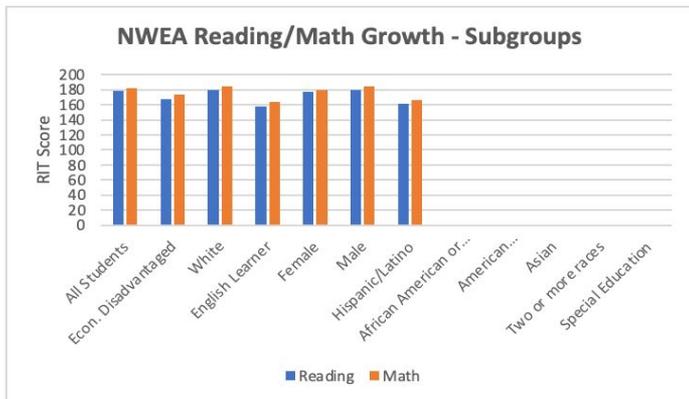


# Level Progress



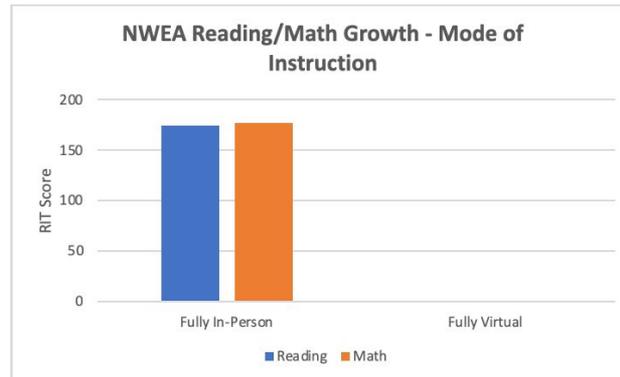
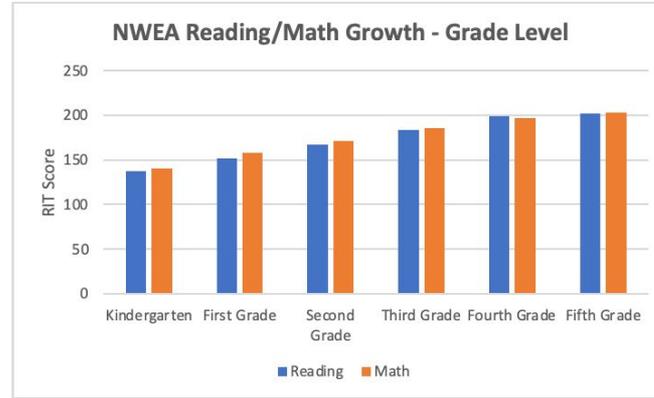
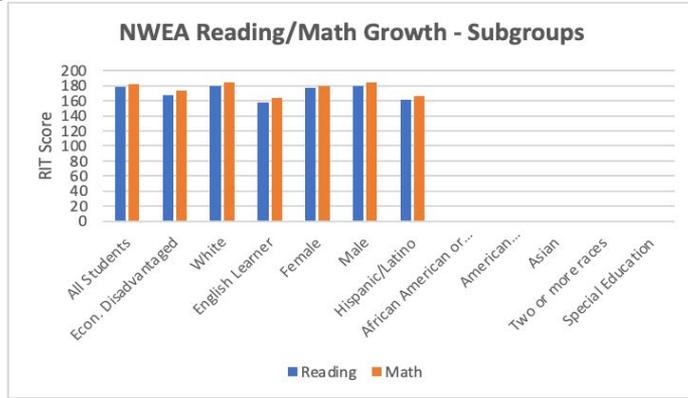


# Indian Hills Progress





# Washington Progress



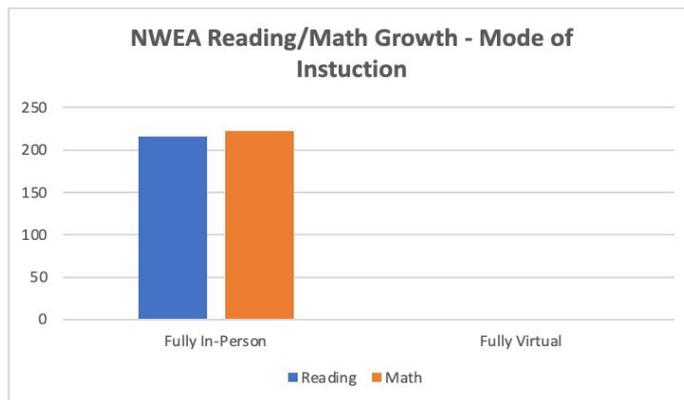
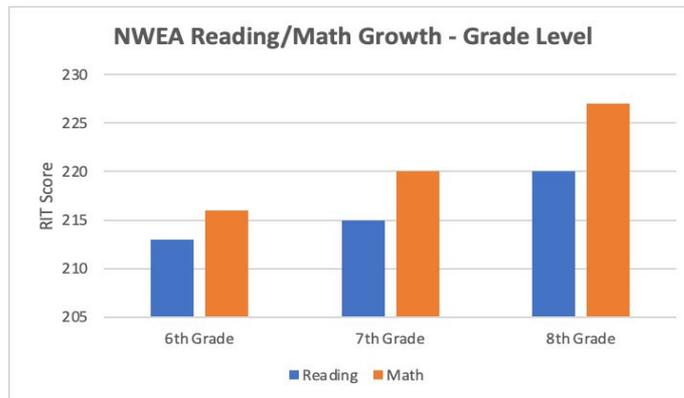
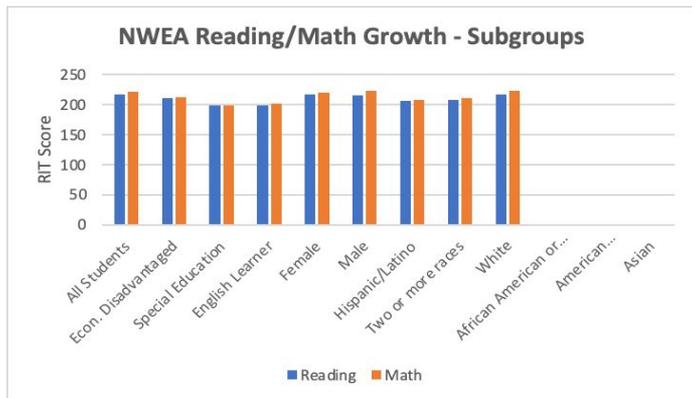


## Strategies Grades 6-8

- ELA and Math departments prioritized essential standards and aligned such standards across the grade levels. These standards were integrated within units of study and daily lessons. Staff members meet regularly to analyze data from local assessments.
- All subject areas have committed to focusing heavily on both identifying and constructing responses that include a claim, evidence, and reasoning. Additionally, ELA classes regularly practice drawing inferences, identify the central idea/theme, plot analysis, and character development in a variety of text types.
- RMS identifies students who would benefit from additional support via support classes in reading and math– a small-group intervention class that focuses on skills.



# Romeo Middle Progress





# Romeo High Progress

- Free tutoring M-F. We provide bussing at 4:30 for students who don't have transportation. There is always a math teacher, plus special education and ELL specific support
- Student Support Process
  - Daily tier 1 and 2 supports in the classrooms
  - Weekly SLC meetings where teachers, counselors, and principals meet to discuss student progress, struggles and success
  - Monthly S3 meetings (principals, counselors, SE teachers, social worker, speech pathologist, etc.) to discuss tier 3 strategies for our most struggling students
- ELL program
  - We have expanded our Language Acquisition classes (one section at each RHS and 9GA). Half of our ELL population are taking this course (taught by certified teacher with ELL endorsement)
  - ELL para duties have changed. This person now meets with all ELL students (9-12) weekly for check-in meetings (mentoring), supports all Language Acquisition classes, supports after school tutoring, and pushes into classrooms with high ELL student need
- RVA has been revamped:
  - Mentors providing weekly check-ins
  - Regular staffing of the learning lab
  - New RVA supervisor position by certified teacher/counselor/administrator