

Student Achievement Special Work Session – Follow Up Question
July 10, 2018

Q: Can a column be added to slide 31 and slide 34 that explains what we are doing to address it?

Early Literacy	Mathematics – Opportunities to Improve
<p>What's working:</p> <ul style="list-style-type: none"> ▪ New ELA/ELD materials ▪ Guided Reading w/ training and support for successful implementation ▪ Small group instruction for skill development ▪ Trained Teaching Fellows who support small groups while teachers work with struggling readers ▪ Common assessment system for tracking reading progress (Fountas and Pinnell) ▪ Funding for increases in leveled reading materials ▪ Funding for supplemental reading intervention support 	<p>What's working:</p> <ul style="list-style-type: none"> ▪ New materials in K-6, aligned to common core standards and shifts ▪ Consistent use of PBIL component of elementary lessons ▪ Integration of supplemental Investigations program ▪ Math discourse: open-ended problems, math talks, incredible equations ▪ Common formative assessments and adjustment of instruction based on data <p>What's needed:</p> <ul style="list-style-type: none"> ▪ Consistent balanced math instruction with small group instruction for reteach – accountability system to guarantee this ▪ Common formative assessments to include CAASPP IABs (K-12) and the enhanced math checks (K-6) ▪ Implement universal screener for math and develop intervention system for students in need (MDTP+) – increase math fluency ▪ Using lesson study model, provide teachers additional time for unit planning and deepening their understanding of common core math standards and course progressions ▪ New materials for 7-12 which include balanced approach with open ended challenging tasks ▪ Improve student mindset for mathematics - eg: STEM, enhanced courses (7-12) ▪ Purposeful use of supplemental math materials (ST Math, Freckle, Symphony...) ▪ Continuous improvement in literacy including reading and writing in mathematics
31	34

A: In summary,

- Provide clear expectations and make these available on Ed Services website.
- Communicate clear expectations in literacy and mathematics when admin conduct 1:1 meetings with teachers. Monitor and provide feedback related to these expectations through drop in observations and focus walks. (Focus walks not a part of instructional supervision process)
- Communicate clear expectations regarding PLC work to focus on four critical questions and to include data protocols for use with common formative assessments in both literacy and math. Data cycles to occur every 3-4 weeks.
- Provide assessment resources for literacy and mathematics to support intervention and include training and ongoing support as needed. Monitor student learning and adjust instruction and intervention in order to increase student success every 6-8 weeks.
- Continue funding for tutoring and extended year intervention (summer programs). Research strategies to increase participation and develop tracking system to evaluate effectiveness of investment and outcomes of student learning.
- Provide access to professional learning and experts in literacy and mathematics in order to support needs of administrators and teachers.
- Acquire resources to support literacy and mathematics during first quarter of school (following Q1 School Site Council)

The expected outcome of these actions is an increase in student learning of at least 5% as measured by Fountas & Pinnell BAS, CAASPP ELA and CAASPP Math.