



WEST BLOOMFIELD SCHOOL DISTRICT

PORTRAIT of a GRADUATE

How are we using systems to deliver a results-oriented Strategic Plan?

WBSD

Mid-Year Achievement Data

Board of Education Meeting Presentation

2.13.23

Goals: How We Will Succeed

- **Academics & Programs:** Provide engaging, meaningful, inclusive & rigorous opportunities & extracurricular programs.
- **Culture & Learning Environment:** Provide a positive, safe, & inclusive environment where all students' diverse learning needs are met.
- **Communications & Community Engagement**
- **Personnel & Leadership**
- **Operations**

Mission: What We Do?

We support each student's needs by providing the opportunities, experiences, & educational tools for their journey.

Year 1 Priority Objectives: What's Most Important Right Now?

- Implement Proficiency Scales in planning & instruction
- Implement equitable practices in the classroom
- Strengthen SEL curriculum & strategies in the classroom

Vision/Why We Exist:

All students will be:
Contributors
Communicators
Collaborators
Critical Thinkers
...empowering each for life ahead



What We Believe/ Our Values

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



District Literacy Vision

West Bloomfield learners will develop strong literacy knowledge and skills while making real world connections.

Students will engage in meaningful, inclusive and rigorous opportunities for their individual literacy journey.



Literacy Essentials of Practice Focus

- Small group instruction
- Phonological awareness
- Phonics

Shared Agreements

- Clear and concise mini lesson
- Provide small group instruction daily in reading
- Progress monitor regularly

District ELA Goals (K-8)

-  The average observed growth of each grade level will meet or exceed grade level norms for NWEA projected growth.
-  The percent of students that reach their growth goal in each cohort will increase by at least 10% from the fall to spring.
 - Reached our goal in 5 of the 8
 - All cohorts showed an increase



NWEA ELA Growth Data

Expected Growth vs Observed Growth (in RIT points):

K-2 District-Wide

	Expected	Observed
K	8.3	10
1	9	10
2	7.9	10

All three grade levels exceeded the NWEA expected growth from Fall to Winter!



NWEA ELA Growth Data

Expected Growth vs Observed Growth (in RIT points): 3-5
3-5 District-Wide

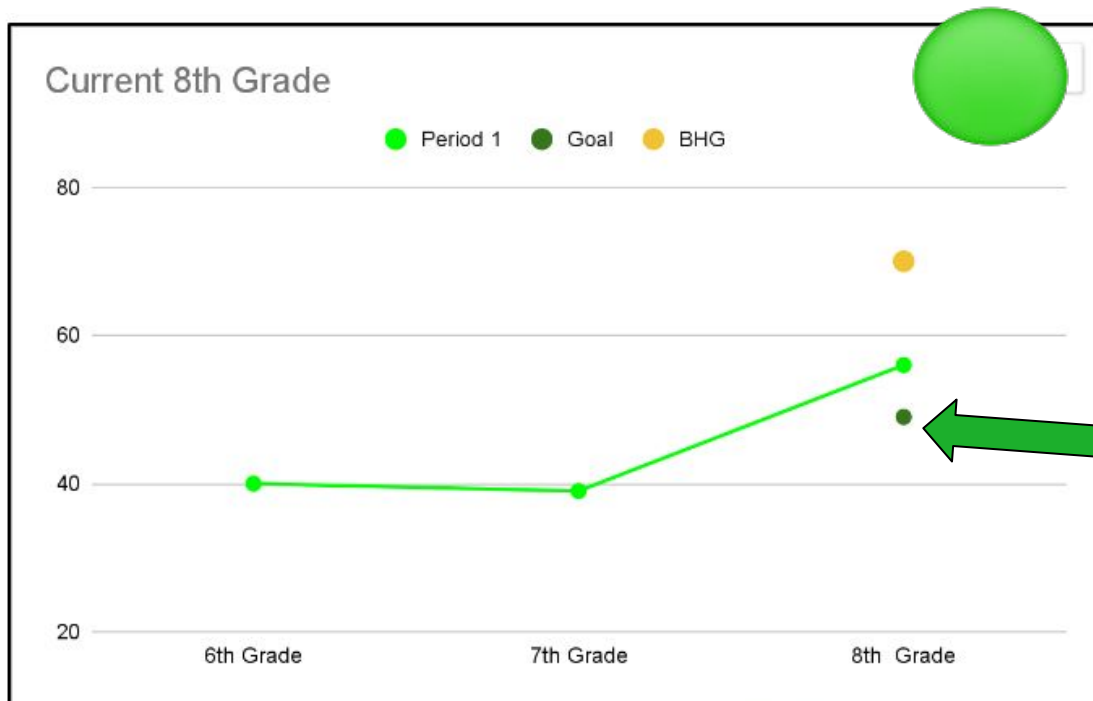
	Expected	Observed
3	6.6	9
4	5.2	6
5	4.2	6

All three grade levels exceeded the NWEA expected growth from Fall to Winter!



% Reached Growth Goal

NWEA Reading Data by Cohort: Sample



A picture of our 8th graders in reading over the past three years.

- As 6th graders, 40% of the students reached their growth goal.
- As 7th graders, 39% of the students reached their growth goal.
- As 8th graders, 56% of the students reached their growth goal.

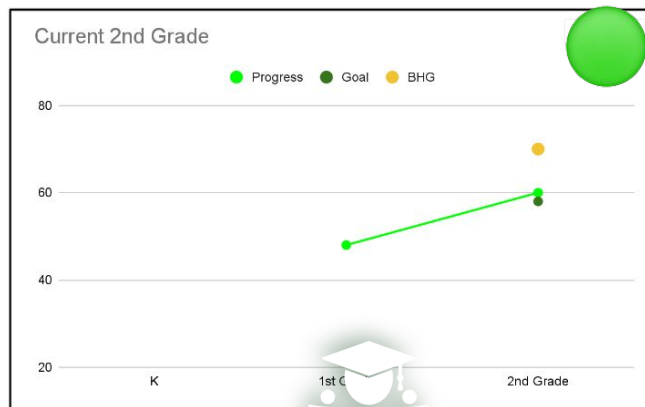
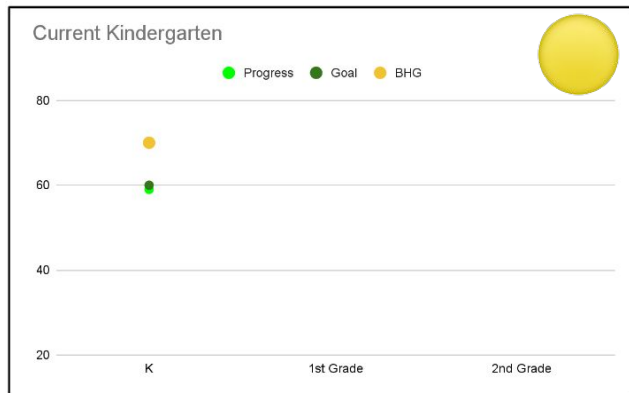
Goal Setting

- Based on previous year, we began the year with a goal to increase this percentage by 10% by the spring.
- Currently, we have exceeded this goal by 7%.
- Our BHAG is to reach 70%.



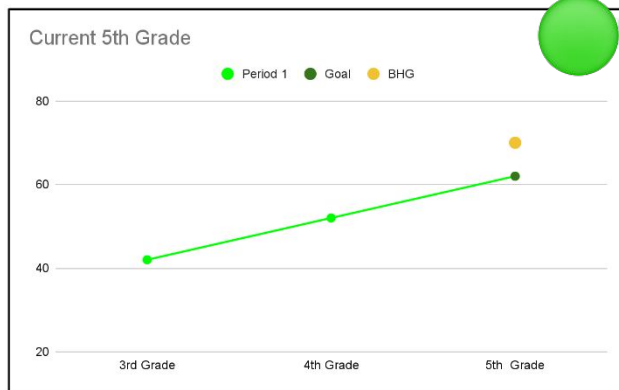
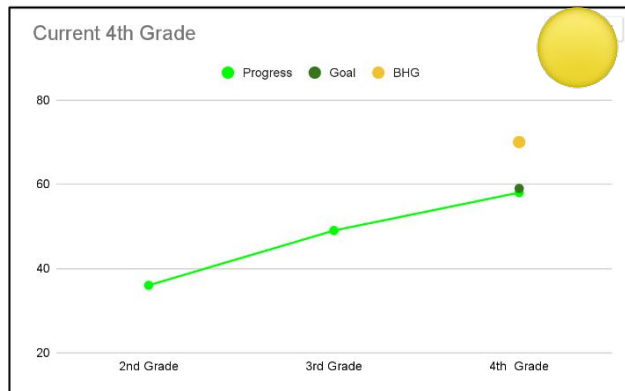
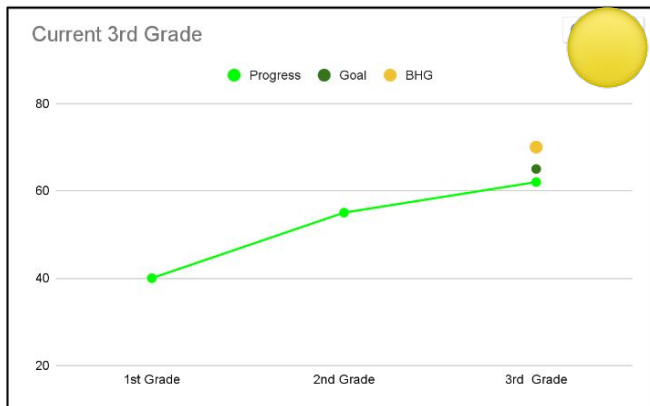
NWEA Reading Data by Cohort

% Reached
Growth Goal



NWEA Reading Data by Cohort

% Reached
Growth Goal



F & P Data: Fall/Spring

% of Students At/Above Grade Level

	Doherty Fall	Doherty Winter	Gretchko Fall	Gretchko Winter	Roosevelt Fall	Roosevelt Winter
K	24%	34%	46.5%	57.9%	28.6%	61.1%
1st	45%	61%	66%	76.9%	17.6%	38.2%
2nd	52%	64%	46.9%	84.7%	48.9%	65.1%



NWEA ELA Growth Data

Expected Growth vs Observed Growth (in RIT points):

Doherty K-2

	Expected	Observed
K	8.3	9
1	9	9
2	7.9	9

All three grade levels met or exceeded the NWEA expected growth from Fall to Winter!



Updates on Doherty Tier 2 Focus

Using Data to Drive Instruction

- Classroom teachers use a Multi-Tiered System of Support to provide targeted small group instruction to students.
- Reading Intervention teachers support 58 students 5 days a week.
- Classroom teachers provide targeted small group instruction to all students.
- Reading intervention teachers and classroom teachers review data and make instructional decisions based on the data.
- Randi Fogel will support grade level PLCs with strengthening implementation of Phonics instruction.
- On the winter NWEA, **62.4 % of our full student body made their projected growth goals in math** and **55.0% of our students made their projected growth goals in reading**

NWEA ELA Growth Data

Expected Growth vs Observed Growth (in RIT points):

Gretchko K-2

	Expected	Observed
K	8.3	11
1	9	10
2	7.9	11

All three grade levels exceeded the NWEA expected growth from Fall to Winter!



Updates on Gretchko Tier 2 Focus

Using Data to Drive Instruction

- Classroom teachers use a Multi-Tiered System of Support to provide targeted small group instruction to students.
- Reading Intervention teachers support 42 students 5 days a week.
- Classroom teachers provide targeted small group instruction to all students.
- Our building instructional coach, Randi Fogel, runs learning labs and coaching cycles.
- Reading intervention teachers and classroom teachers review data and make instructional decisions based on the data.
- On the winter NWEA, **62% of our full student body made their projected growth goals in math** and **68% of our students made their projected growth goals in reading**

NWEA ELA Growth Data

Expected Growth vs Observed Growth (in RIT points):

Scotch 3-5

	Expected	Observed
3	6.6	12
4	5.2	7
5	4.2	7

All three grade levels exceeded the NWEA expected growth from Fall to Winter!



Updates on Scotch Elementary Tier 2 Focus

Grade Level Strategy Groups

- ★ Students grouped by specific needs based on reading assessments
- ★ Students participate in 3-4 lessons based on those needs each week
- ★ Bi-weekly progress monitoring with movement and flexibility
- ★ Monthly check-in meetings with interventionists to monitor growth and goals

★ Example - 4th Grade Strategy Group Round 1 Results



NWEA ELA Growth Data

Expected Growth vs Observed Growth (in RIT points):

Sheiko 3-5

	Expected	Observed
3	6.7	8
4	5.3	7
5	4.3	6

All three grade levels exceeded the NWEA expected growth from Fall to Winter!



Updates on Sheiko Elementary Tier 2 Focus

Grade Level Strategy Groups

- ★ Students grouped by specific needs based on reading assessments
- ★ Students participate in 3-4 lessons based on those needs each week
- ★ Bi-weekly progress monitoring with movement and flexibility
- ★ Monthly check-in meetings with interventionists to monitor growth and goals



NWEA ELA Growth Data

Expected Growth vs Observed Growth (in RIT points):
Roosevelt K-5

Grade Level	Expected	Observed
K	8.2	9
1	8.8	10
2	7.9	11
3	6.4	8
4	5	5
5	4.1	5

All grade levels met or exceeded the NWEA expected growth from Fall to Winter!



Updates on Roosevelt Tier 2 Focus

Using Data to Drive Instruction

- Grade level teams use a Multi-Tiered System of Support to provide targeted small group instruction to student.
- Reading Intervention teachers support 54 students in 18 groups (5) days a week
- Classroom teachers provided targeted small group instruction to all students who are in intervention group in addition to other students in the classroom.
- Reading intervention teachers and classroom teachers meet every 4 weeks to review data and make instructional decisions based on the data.
- Coaching support and professional development focused on phonics instruction K-3.



NWEA ELA Growth Data

Expected Growth vs Observed Growth (in RIT points):
West Bloomfield Middle School

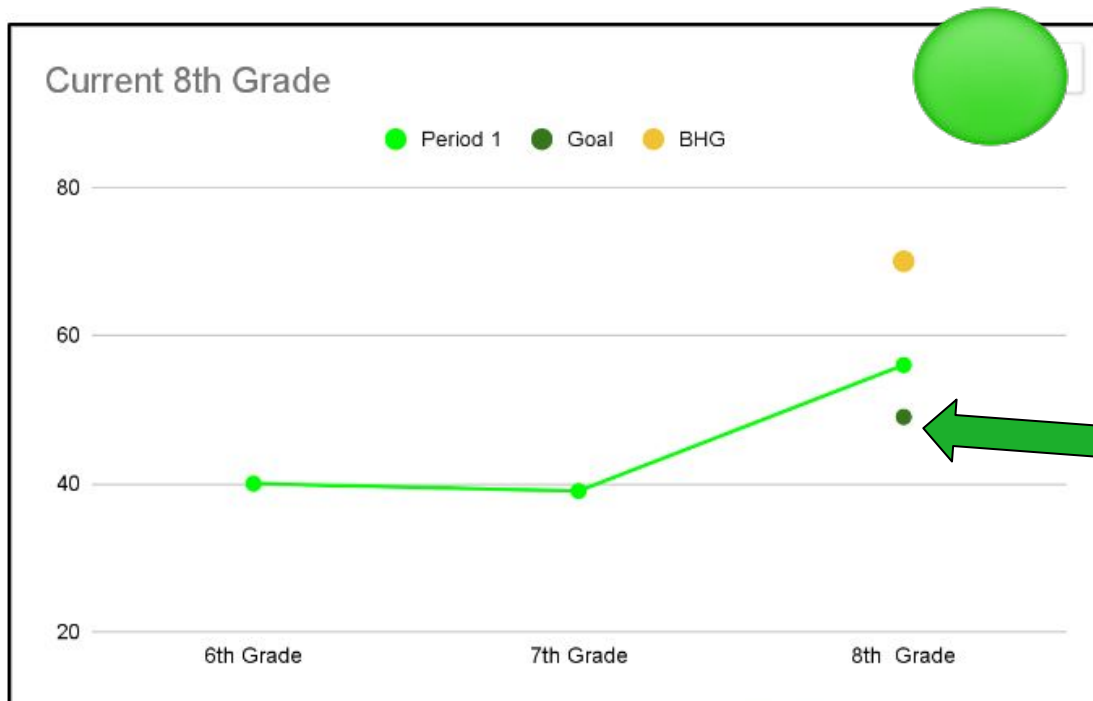
	Expected	Observed
6th	3.3	3.0
7th	2.6	3.0
8th	2.2	3.0

Two grade levels met or exceed the NWEA expected growth from Fall to Winter!



% Reached Growth Goal

NWEA Reading Data by Cohort: Sample



A picture of our 8th graders in reading over the past three years.

- As 6th graders, 40% of the students reached their growth goal.
- As 7th graders, 39% of the students reached their growth goal.
- As 8th graders, 56% of the students reached their growth goal.

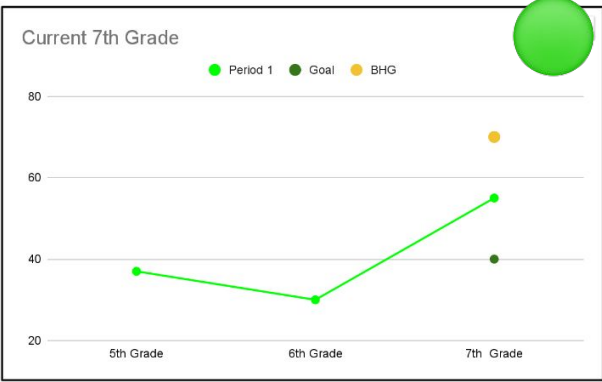
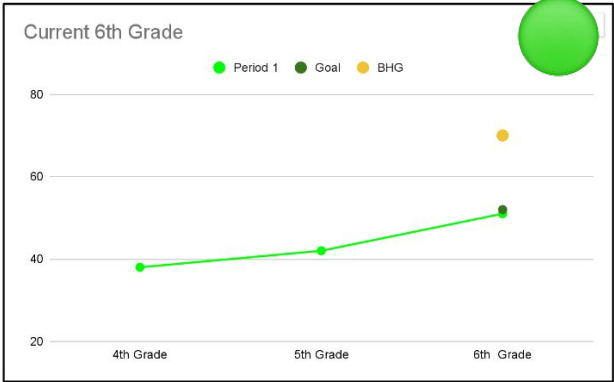
Goal Setting

- Based on previous year, we began the year with a goal to increase this percentage by 10% by the spring.
- Currently, we have exceeded this goal by 7%.
- Our BHAG is to reach 70%.



% Reached
Growth Goal

NWEA Reading Data by Cohort



WBMS Embedded Support Model

Lit Support: Reading Intervention Class

*Instructional Model: Comprehensive Intervention Model
Comprehension Focus Groups*

Entering Lit Support Criteria

- NWEA reading score in the 30th percentile or below
- ELA teacher or reading consultant recommendation
- F&P score below grade level

Progress Monitoring

- NWEA
- F&P
- Informal tasks within the reading and writing phases of Comprehension Focus Group
 - Comprehension questions
 - Written responses
 - Annotations
 - Graphic organizers

Exiting Lit Support Criteria

- NWEA reading score above the 40th percentile
- Increase in F&P level

What we have done already this year...

Identified students that qualify for a lit support class based on the following criteria:

Entering Lit Support Criteria

- NWEA reading score in the 30th percentile or below
- ELA teacher or reading consultant recommendation
- F&P Instructional Level below grade level expectation

How we will continue to impact student achievement:

Continue to progress monitor lit support students by:

- F&P three times a semester
- Provide tasks within the reading and writing phases of Comprehension Focus Groups
 - Comprehension questions
 - Written responses
 - Annotating
 - Graphic organizers
 - Literature discussions

Percent of Lit Support Students that Increased Fountas and Pinnell Instructional Reading Level Fall-Winter

6th Grade	7th Grade	8th Grade
100%	100%	100%

Percent of Lit Support Students that Increased Reading NWEA Percentile Rank Fall-Winter

6th Grade	7th Grade	8th Grade
100%	67%	80%



WBMS Next Steps–ELA

- Data dig revealed students need more practice with informational text.
- Informational reading and writing is the next unit
 - Students will be choosing an issue that they relate to and write about it using CER(Claim, Evidence, Reasoning)
 - They will then write an authentic letter to a person in a decision-making position
- ELA department identified the bottom 30% of students and reviewed the current interventions being used with those students and which students needed additional support





Elementary Literacy Next Steps

Coming Up

Letter Names - Uppercase & Lowercase	Consonant Sounds	Vowel Sounds - Long & Short	CVC Words	Blends & Digraphs	Silent E	Vowel Teams	R-Controlled Vowels	Diphthongs	Multisyllabic Words
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- Continue...
 - March 15th PD - Phonics and Word Study Professional Learning
 - Monthly PLC Facilitator Meetings - Reflection and planning for Proficiency Scales
- Add/Enhance
 - Additional Phonics/Foundational Skills Professional Learning outside of March 15th (including professional learning on new Decodable Texts)
 - Implementation of Decodable Texts for Phonics Instruction & Strategy Groups
 - Plan summer workshops for teacher leaders
 - Improve modeling/ model classrooms



Systems for Progress: Aligned Tier 1 Focus

There are these two young fish swimming along and they happen to meet an older fish swimming the other way, who nods at them and says "Morning, boys. How's the water?" And the two young fish swim on for a bit, and then eventually one of them looks over at the other and goes "What the hell is water?"

Strategic Planning Goal

Academics & Programs: Provide engaging, meaningful, inclusive & rigorous opportunities & Extracurricular programs.

Year 1 Priority Objectives

Year 1 Priority Objectives. What's Most Important Right Now?

- Implement Proficiency Scales in planning & instruction
- Ensure high quality extracurricular programs

Professional Learning focused on Proficiency Scales / Literacy

1st Semester Experiences

- August 8th-10th Teacher Leader Workshop
 - Valuable: 98% favorable feedback
- September 23rd PD
 - Valuable: 97%
 - Applicable: 94%
- November 1st PD
 - Valuable: 96%
 - Applicable: 88%
- February 1st PD
 - Valuable: 92%
 - Applicable: 89%
- Monthly PLC Facilitator Meetings

WBSD Proficiency Scales

We support **each student's** needs by providing the **opportunities, experiences, & educational tools** for their journey.

Student-Friendly Scales

- Educational Tool
- Beginning implementation
- Focus on student ownership, growth, goal-setting, reflection & focused feedback



ANALYZING NARRATIVES 4TH GRADE	
4.0	Next Level
ICAN:	Make a list of all the events in a story or setting. Use the events to create a timeline.
3.0	Nailed It
ICAN:	Describe a character, event, or setting using specific details from a narrative text.
2.0	Big Progress
ICAN:	Describe specific characters, settings, and events in a text. Identify dialogue, actions, and thoughts that belong to a particular character in a text. Identify descriptions of a particular setting or time. Identify descriptions of a particular event in a text. Describe how characters think, feel, or react to a text.
1.0	Getting Started
ICAN:	Describe all the characters, settings, and events in a text.

Leadership Learning focused on Proficiency Scales / Literacy

1st Semester Accomplishments

- Instructional Coaching Focus
 - Learning Walks
 - Instructional Look Fors
 - Job-embedded professional support
- Administrator Professional Learning Options (Walk Throughs, Coaching, Instructional Rounds, Curriculum Design)
 - Valuable: 96% favorable
 - New skills: 85% favorable
 - Proficiency Scale Knowledge Increase: 83% favorable



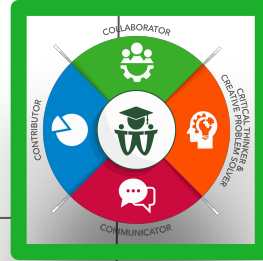


Systems for Progress– Data Analysis & Key Results

1)

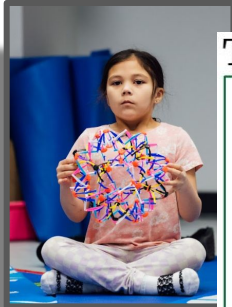


2)



Data Protocol	
	Phase 1: Activating and Engaging in the Inquiry <ul style="list-style-type: none"> What questions are we asking of this data? What is our inquiry? What do we want to know? What might we be able to learn from this data? What questions can/cannot be asked of the data? What assumptions do we bring to the data? What predictions do we have?
	Phase 2: Exploring and Discovering the Data <ul style="list-style-type: none"> What does the data look like? What patterns, categories, or trends are emerging? What important data pops out? What seems to be surprising or unexpected? What data pieces speak to one another/inform one another? What are some ways we have not yet explored this data?

3)



Take an Equitable Pause...

How might we be making assumptions, engaging in deficit thinking, or blaming others rather than taking a critical eye to our system and our own practices? Remember, every system is perfectly designed to get the results it gets. What forces in our system may be contributing to the inequities we see? How might our current processes/practices/beliefs be contributing to inequity? Bravely focusing on the system and our own contributions helps us identify what is in our locus of control/influence and where we can target our improvement efforts.

4)

Phase 3: Defining the Problem and Taking Action

- What inferences, explanations, conclusions might we draw?
- What additional data might we explore to verify our explanation?
- What solutions might we explore as a result of our conclusions? How may core instruction need to be shifted/adapted? What intervention and enrichment supports are needed? What are our next steps?
- What data will we need to collect to guide implementation of our action steps?
- Causal Categories: student, teacher, curriculum, instruction, infrastructure
- How can we develop goals and action steps related to the data?

OBJECTIVE: All Students Will Reach Their Growth Goal		
<i>Directions: Show that your PLC has analyzed the data, it is time to set some Key Results that you want to achieve between now and our Winter NWEA Map test. Your PLC will develop at least 2 key results that will help ensure that all students reach their growth goals. These key results should be specific and measurable goals centered around any data that you use for instruction. For each key result, your PLC will identify specific action steps you all will take to reach that goal.</i>		
Progress	KEY RESULT #1	
48% of students scored in the high or high-average category in the fall. 51% of students scored in the high or high-average category in the winter.	The amount of students scoring high-average and high will increase by 20% for vocabulary use and function on the winter NWEA.	
Action Steps 2-3 read alouds daily - deliberate conversations around vocabulary (dual meaning of words) Give students a signal when they hear a word they do not know/understand Sorting: categorizing words and picture activities Guided reading and shared reading - talk about prefixes/affixes - how does the meaning change Use picture cards - what picture doesn't belong?		
Progress	KEY RESULT #2	
49% of students scored in the high or high-average category in the fall. 67% of students scored in the high or high-average category in the winter.	The amount of students scoring high-average and high will increase by 20% for foundational skills on the winter NWEA.	
Action Steps Blending and segmenting with a large focus on vowel sounds Stretch CVC words and find vowel on ABC chart Stretch CVC words and write on white boards Use elkonin boxes - writing letter sounds down		
Progress	KEY RESULT #3	
57% of students are able to write numbers to 20	100% of students will be able to write numbers to 20 by (1.) Winter NWEA (2.) April 2023.	



Math Goals



The average observed growth of each grade level will meet or exceed grade level norms for NWEA projected growth.



The percent of students that reach their growth goal in each cohort will increase by at least 10% from the fall to spring.

- All cohorts showed an increase except for 2
- Reached our goal in 3 of the 8



NWEA Math Growth Data

Expected Growth vs Observed Growth (in RIT points):
K-2 District-Wide

	Expected	Observed
K	8.9	10
1	8.9	10
2	8	9

All three grade levels exceeded the NWEA expected growth from Fall to Winter!



NWEA Math Growth Data

Expected Growth vs Observed Growth (in RIT points): 3-5
3-5 District-Wide

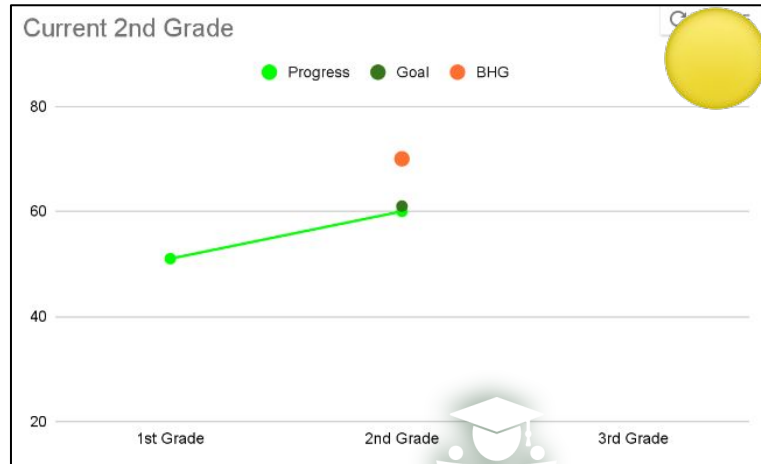
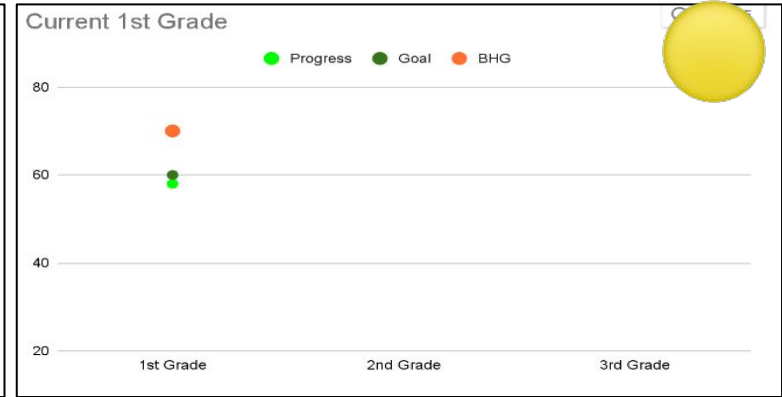
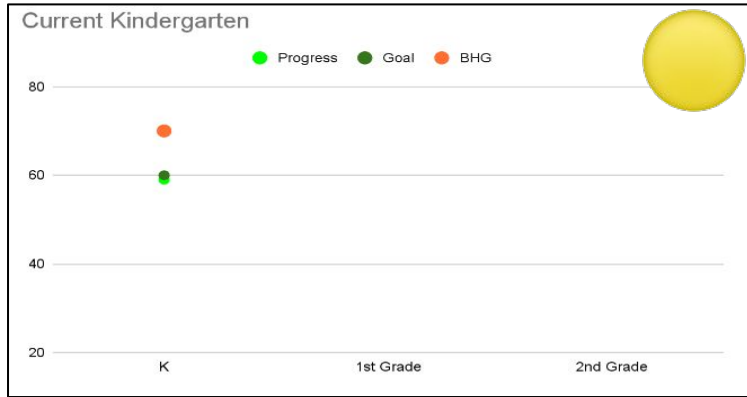
	Expected	Observed
3	6.8	9
4	5.8	6
5	4.9	5

All three grade levels exceeded the NWEA expected growth from Fall to Winter!



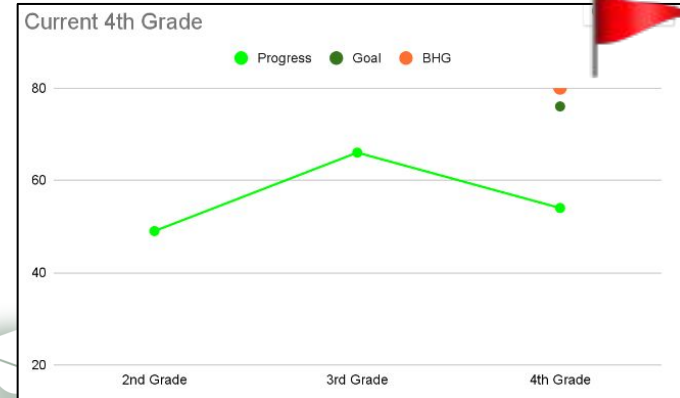
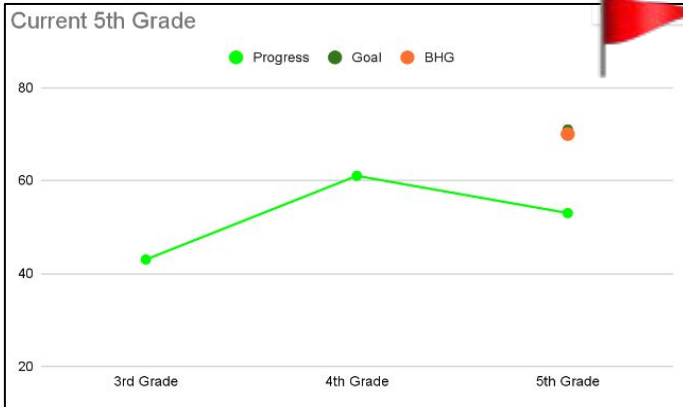
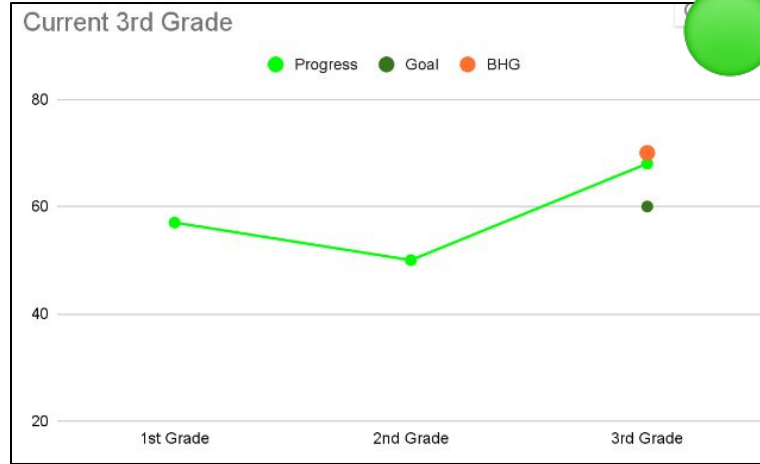
NWEA Data by Cohort-Math

%
Reached
Growth
Goal



NWEA Data by Cohort-Math

%
Reached
Growth
Goal



NWEA Math Growth Data

Expected Growth vs Observed Growth (in RIT points):
Doherty K-2

	Expected	Observed
K	8.9	9
1	9	10
2	8	10

All three grade levels exceeded the NWEA expected growth from Fall to Winter!



NWEA Math Growth Data

Expected Growth vs Observed Growth (in RIT points):
Gretchko K-2

	Expected	Observed
K	8.9	12
1	8.9	9
2	8	9

All three grade levels exceeded the NWEA expected growth from Fall to Winter!



NWEA Math Growth Data

Expected Growth vs Observed Growth (in RIT points):

Sheiko 3-5

	Expected	Observed
3	6.7	9
4	5.7	6
5	4.7	5

All three grade levels exceeded the NWEA expected growth from Fall to Winter!



NWEA Math Growth Data

Expected Growth vs Observed Growth (in RIT points):
Scotch 3-5

	Expected	Observed
3	6.9	10
4	5.8	7
5	5	5

All three grade levels met or exceeded the NWEA expected growth from Fall to Winter!



NWEA ELA Math Data

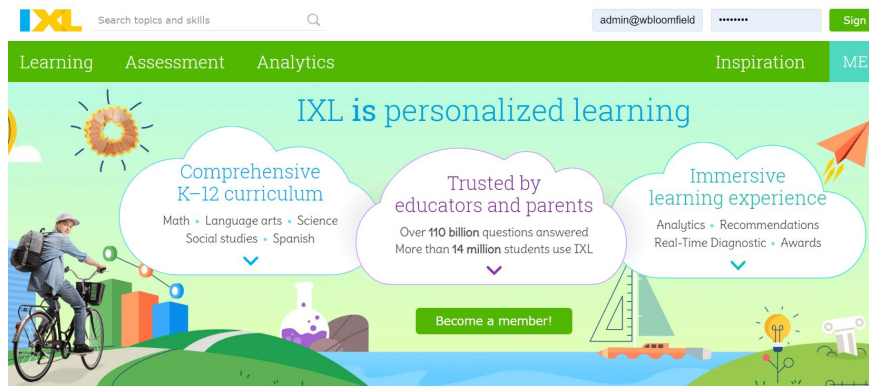
Expected Growth vs Observed Growth (in RIT points):
Roosevelt K-5

Grade Level	Expected	Observed
K	8.8	10
1	9	9
2	8	7
3	6.9	9
4	5.9	6
5	5	5

All grade levels except for one met or exceeded the NWEA expected growth from Fall to Winter!



Elementary Math – Next Steps



IXL: Implementation Begins in Late February

- K-5 Math & 3-5 Social Studies
- Real Time Diagnostic
- Personalized Learning
- Actionable Analytics

Coming Up

- Continue...
 - Strengthen key results goal writing & progress monitoring at PLCs
 - Monthly PLC Facilitator Meetings
- Add/Enhance
 - Professional learning about **HOW** to differentiate!
 - Additional professional learning for Math PLCs—looking closer at 4th and 5th grade
 - Plan summer workshops for teacher leaders & prepare implementation of Proficiency Scales



NWEA Math Data by Cohort

%
Reached
Growth
Goal

Current 8th Grade



A picture of our 8th graders in math over the past three years.

- As 6th graders, 36% of the students reached their growth goal.
- As 7th graders, 50% of the students reached their growth goal.
- As 8th graders, 59% of the students reached their growth goal.

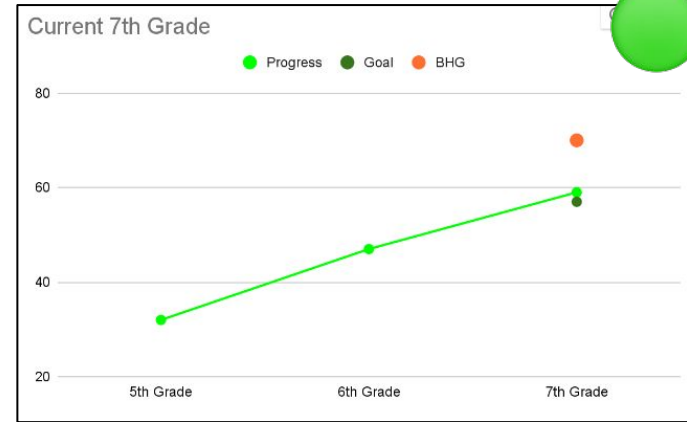
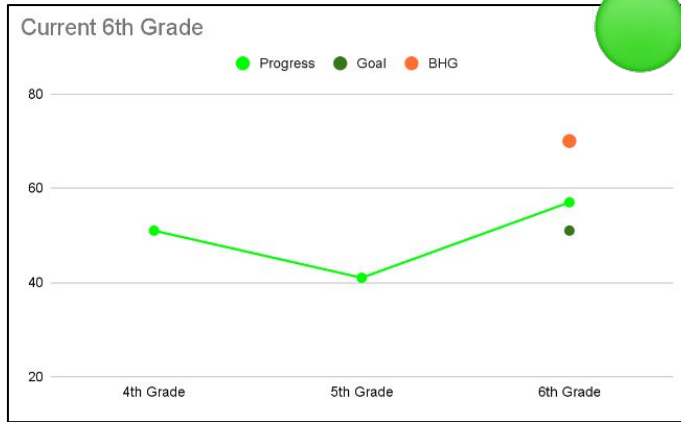
Goal Setting

- Based on previous year, we began the year with a goal to increase this percentage by 10% by the spring.
- Currently, we are 1 % below this goal.
- Our BHAG is to reach 70%.



NWEA Data by Cohort-Math

%
Reached
Growth
Goal



NWEA Math Growth Data

Expected Growth vs Observed Growth (in RIT points): WBMS

	Expected	Observed
6th	4.2	5.0
7th	3.3	4.0
8th	2.8	4.0

All three grade levels exceeded the NWEA expected growth from Fall to Winter!



WBMS Next Steps– MATH

- 21 out of 40 classes showed 60% or higher NWEA expected growth
- 37 out of 40 classes did show above 60% or higher growth of 1 point or more.
- Data dig revealed that geometry is a weakness at this time - specifically perimeter and area of shapes - so all grade levels will include warm up/ exit tickets periodically with a goal to improve in this area.
- Students identified in the bottom 30% of NWEA data recommended for Math Lab (an elective)



ESSER III and 98c Funding: K-8

	Extra Learning Opportunities: Provided between late November & Now <i>Will Resume in the Coming Weeks</i>	Total Teachers Involved	Students Impacted
Elementary	<ul style="list-style-type: none">• Before or after school targeted tutoring in small groups by teachers in Math & Reading. - Frequency: 2-4 times per week for 1 hour over the course of 6 weeks.• During the school day push-in support by teachers (during their prep period) to provide additional small group instruction in Math & Reading during strategic parts of the day. - Frequency: 2-4 times per week for 40-50 minutes over the course of 6 weeks	60!	Over 300!
Middle School	<ul style="list-style-type: none">• After school targeted tutoring in ELA & Math by teachers and NHS Students. - Frequency: 2 times per week for 1 hour over the course of 6 weeks.		

Preliminary results of our data show that all students demonstrated exceptional growth on NWEA thanks to this high dosage tutoring.



Semester 1 Grade Point Average

GPA CALCULATIONS	2021-22 S1
OEC	
GPA	PERCENTAGE
BELOW 2.0	6%
2.0-3.0	35%
3.01-3.5	35%
3.51-4.0 OR GREATER	23%

GPA CALCULATIONS	2022-23 S1
OEC	
GPA	PERCENTAGE
BELOW 2.0	7%
2.0-3.0	30%
3.01-3.5	15%
3.51-4.0 OR GREATER	48%

GPA CALCULATIONS	2021-22 S1
WBHS	
GPA	PERCENTAGE
BELOW 2.0	16%
2.0-3.0	29%
3.01-3.5	20%
3.51-4.0 OR GREATER	34%

GPA CALCULATIONS	2022-23 S1
WBHS	
GPA	PERCENTAGE
BELOW 2.0	17%
2.0-3.0	27%
3.01-3.5	14%
3.51-4.0 OR GREATER	42%



WBHS Goals

- Improve student achievement, as measured by total passing rates, to 95% of all sections taken being passed at the end of 1st semester.
- Improve average daily student attendance to 95% by the end of the 2022-2023 school year.
- Implement Extended Learning Opportunities (ELO) and Credit Recovery options to meet all student needs.
- Create student advisory period to improve student achievement and promote social-emotional growth.



WBHS Focused on Impact

● Achievement

- Semester 1 - 2021-2022: 93.5% Passing Rate
- Semester 1 - 2022-2023: 95.0% Passing Rate
 - 2021-2022
 - Pass/Fail Options for all Students
 - No Comprehensive Final Exams
 - 2022-2023
 - Policy-Based Pass/Fail
 - Return to Final Exams
- Increased Rigor AND Increased Achievement

● Attendance

- Average Daily Attendance (ADA) Rates
- Achievement and Attendance go Hand in Hand
- Attendance Incentive Program
 - Tickets for Positive Attendance for Prize Drawings
 - Newsletters and Student Updates
- Total for 2022-2023 = 93.39% ADA
- First Two Weeks of Semester 2:
 - 2022: 91.95% ADA
 - 2023: 94.36% ADA



WBHS Extended Learning and Credit Recovery

- Intervention vs. Reaction - ELO
 - Created options for direct student supports by THEIR teachers before school, after school, and during the school day
 - Targeted academic support for students in a timely and focused manner
 - Promotes student/staff connections and improves passing rates and grade point averages
- Addressing the Educational Opportunity Slide
 - Varied instructional models, opportunities, and access levels since 2020
 - 3 after school sections of Credit Recovery - 83 students
 - Keep students moving forward AND making up credits to promote success and graduation
 - Not included in passing rates data = Even more student success



WBHS Student Advisory Period

- Twice per week - 40 minutes per session
- Grade level cohorts - Loop with teachers
- Non-Instructional tasks - Protects instructional time
- TUESDAY
 - Stay with Teacher
 - Social-Emotional Learning
 - School-Focused Lessons
 - Family Environment
- THURSDAY
 - Travel for Support
 - Academic Opportunities for ALL STUDENTS



OEC Goals

- Create student Seminar period to improve student achievement
- College course passing rate of 95% or better
- Renew positive partnership with OCC



OEC Focused on Impact

1st Semester Accomplishments

- OEC Students earned 892 total college credits during the Fall Term and had a 97% passing rate when a letter grade was assigned
- 37 OEC students earned OCC Dean's List Honors for the Fall Term. Students have to be enrolled in a minimum of 6 credits and have above a 3.5 GPA. 38% of eligible OEC students earned this honor.
- Introduction of our daily Seminar period to provide direct student support during the school day
- Created partnership discussions with OCC Provost Dr. Jennifer Berne and Dr. Bazzi

Coming Up

- SAT/PSAT Prep during Focus classes for 9th, 10th and 11th grade students
- Targeted support for students that showed struggles during S1
- Refinement of Seminar to support students the best way possible to increase student success rate
- Ongoing partnership conversations with OCC





WEST BLOOMFIELD SCHOOL DISTRICT

PORTRAIT of a GRADUATE

How are we using systems to deliver a results-oriented Strategic Plan?

Questions?
Feedback?

