**Teaching and Learning**

**Guiding Questions:**

1. Is our new math focus and curriculum providing appropriate gains in student learning?
2. Do students believe Opportunity Time and/or other staff interventions maximize their effort and progress?
3. How well are staff collaborating on student progress in math and other areas to maximize our instructional strategies?

**Team:**

Carol Patton Principal La Center

Nathan Plummer Assistant Principal Ridgefield

Brad Ramey Principal Tenino

**Commendations:**

1. OT is a building wide system that is in place to focus on low achieving students.
2. Math department has undergone the initial stages of conversations focused on curriculum and assessment and how it affects student learning.
3. Utilizing and creating common assessments.
4. Participation in the Evergreen Consortium and the development of an articulated Math curriculum and effective instructional strategies.
5. Math teachers are making continual efforts in taking the curriculum of the Evergreen School District Consortium and tailoring those materials to best fit the needs of Woodland High School students.
6. It is extremely evident that students and staff have strong relationships. There is also a very strong sense of PRIDE here and the opportunities that are availed to them.

**Recommendations:**

1. Put in place a Continuous Model of Improvement joined with a focus on instructional support beyond just giving additional time for students to complete tasks.
2. There needs to be an effort in the development and utilization of high performing students during OT. In the time during OT, there needs to be a higher expectation of student leadership through available programs: mentoring, tutoring, supporting building culture, athletic leadership, etc.
3. There needs to be a priority in the development of the academic, environmental, and social development of ALL students during OT.
4. While continuing the conversation of student data and performance there needs to be an intentional effort focused on student evidence and the correlation of instructional practice.
5. Set a higher level of quality assurance for both staff and students by verifying the accuracy of district provided materials.
6. Begin exploring alternative math interventions that address recurring student failures.
7. Formative assessments need to become imbedded within the instruction of all Math courses.