

# Build a strategic plan grounded in research

With the support of Elementary and Secondary School Emergency Relief (ESSER) III funding, districts are actively searching for ways to meet the needs of students affected by COVID learning interruption. As a leader in educational research and assessment, NWEA® is well positioned to be a thought partner with districts as they consider resources to support student learning. This strategic planning tool can help frame this work and identify key areas of need.

**Directions:** Review the samples below. Then use the space provided on the next page to develop your own strategic plan.



REVIEW THE RESEARCH



CONFIRM WITH LOCAL DATA



STUDENTS

**IDENTIFY SOLUTIONS FOR**



TEACHERS



INSTRUCTION

RESEARCH	COMPARE	POTENTIAL SOLUTIONS
What does the research say about student achievement right now?	How are your students doing in comparison?	What are the resources needed based on student readiness? Do our school-based programs support social-emotional learning?
<p><a href="#">Initial COVID research on learning interruption</a> points to significant impacts on mathematics as compared to reading.</p>	<p>When district data is examined, it confirms that students in grades 3–8 are most significantly impacted and that students from low-income families are even more at risk.</p>	<p>Since our goal is to increase student achievement in math and strengthen Tier I instruction, we'll need:</p> <ul style="list-style-type: none"> <li>• An interim assessment for math that identifies students' instructional readiness and progress</li> <li>• An ancillary tool that helps teachers monitor student progress</li> <li>• Product training and technical support</li> <li>• Professional learning specific to assessment literacy and formative assessment practices in support of Tier I instruction</li> </ul>
<p>It's important to establish strong practices that support the whole child—social, emotional, mental, physical, and academic health—while also deeply exploring how to address unfinished teaching.<sup>1</sup></p>	<p>After conducting a priority-setting survey<sup>2</sup> and resource audit, we decided to focus on helping students feel empowered in their own learning. To accomplish this goal, we need to target student goal setting and data-driven scaffolding.</p>	<p>Since our goal is empowering teachers with data and strategies to know the amount and type of scaffolding needed in their classrooms, we'll need to:</p> <ul style="list-style-type: none"> <li>• Identify overall academic strengths and areas of growth for students using interim or diagnostic assessments</li> <li>• Ensure appropriate use of interim/diagnostic and formative assessment data</li> <li>• Provide teachers professional learning on scaffolding strategies for grade-level content and goal setting with students</li> </ul>

1. Joseph E. Zins, Michelle R. Bloodworth, Roger P. Weissberg, and Herbert J. Walberg, "The Scientific Base Linking Social and Emotional Learning to School Success," *Journal of Educational and Psychological Consultation* 17: no. 2–3 (December 2007): 191–210, <https://doi.org/10.1080/10474410701413145>.

2. CASEL, District Resource Center, "Priority Setting Questionnaire," 2021, <https://drc.casel.org/priority-setting-landing>.



