2nd Trimester Logic Models: Moving Ideas Into Practice to Improve Student Experiences: Elementary Schools

Committee of the Whole Meeting

Presented by:
Dr. Luis DeLeon & Patrick Robinson
Assistant Superintendents of Schools

Agenda

Topics Covered

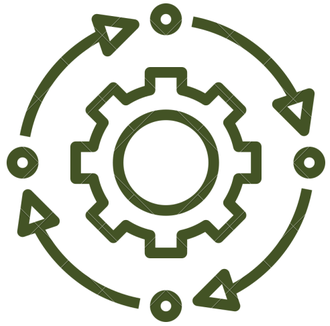
Alignment to the Equity Policy

Committee of the Whole Timeline

Leadership Moves

Schools Presentation - Longfellow, Irving,& Beye

Our Frame

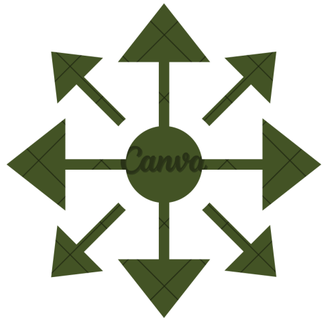


Logic Model Process

What are teams learning about implementing and moving ideas into practice?

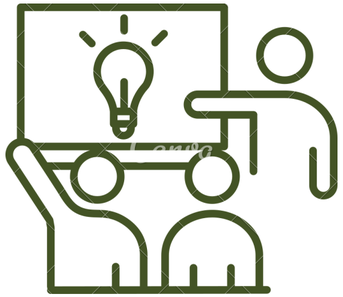
Focal Student Cohort

What are schools learning about student experiences?



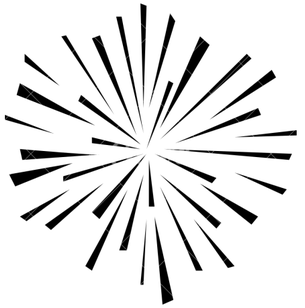
Student Disproportionality

How are logic models eliminating student disproportionality?



Adult Practices

How are we adjusting adult practices to meet the needs of all students better?



Celebrations

What are some celebrations from the logic model school improvement process so far?

Alignment to Equity Policy

Board Policy 7:12 Ensuring Racial and Educational Equity

A: Equitable Access

“D97 shall provide every student with equitable access to high-quality instruction, culturally relevant curriculum, grade appropriate assignments, high expectations, facilities, and other educational resources necessary for them to succeed.”

C: Eliminating Disproportionality

“District 97 will eliminate disproportionality in discipline, especially by race/ethnicity and gender, and support students’ social, emotional, and cultural needs. The District shall achieve this through measures such as a district-wide emphasis on social-emotional learning and supports and culturally responsive teaching pedagogy.”

F: Professional Development

“Our staff will also undergo training on the importance and value of a curriculum that is culturally relevant and not based on euro-centric traditions that have historically permeated all of our curricula. Teachers will continue to undergo training on effective in-class learning differentiation.”

H: Recognizing and Valuing Diversity

“The District shall incorporate teaching and learning materials and assessments that are intentionally designed to reduce bias and are geared toward the understanding and appreciation of culture, class, language, ethnicity, and other differences that contribute to the uniqueness of each student and staff member.”

Logic Model Timeline: Committee of the Whole

What D97 Schools Will Be Sharing During Committee of the Whole Meetings

Trimester 1

What we're learning about organizing for implementing/ inventorying/naming parts of the logic model

Trimester 2

What teams are learning about implementing, moving ideas from the page to practice

Trimester 3

What we're learning about assessing /planning for continuous improvement

Summer

Reflections on this year's work and look ahead to upcoming year

Logic Models in Action

Moving Ideas into Practice to Improve Students' Experiences

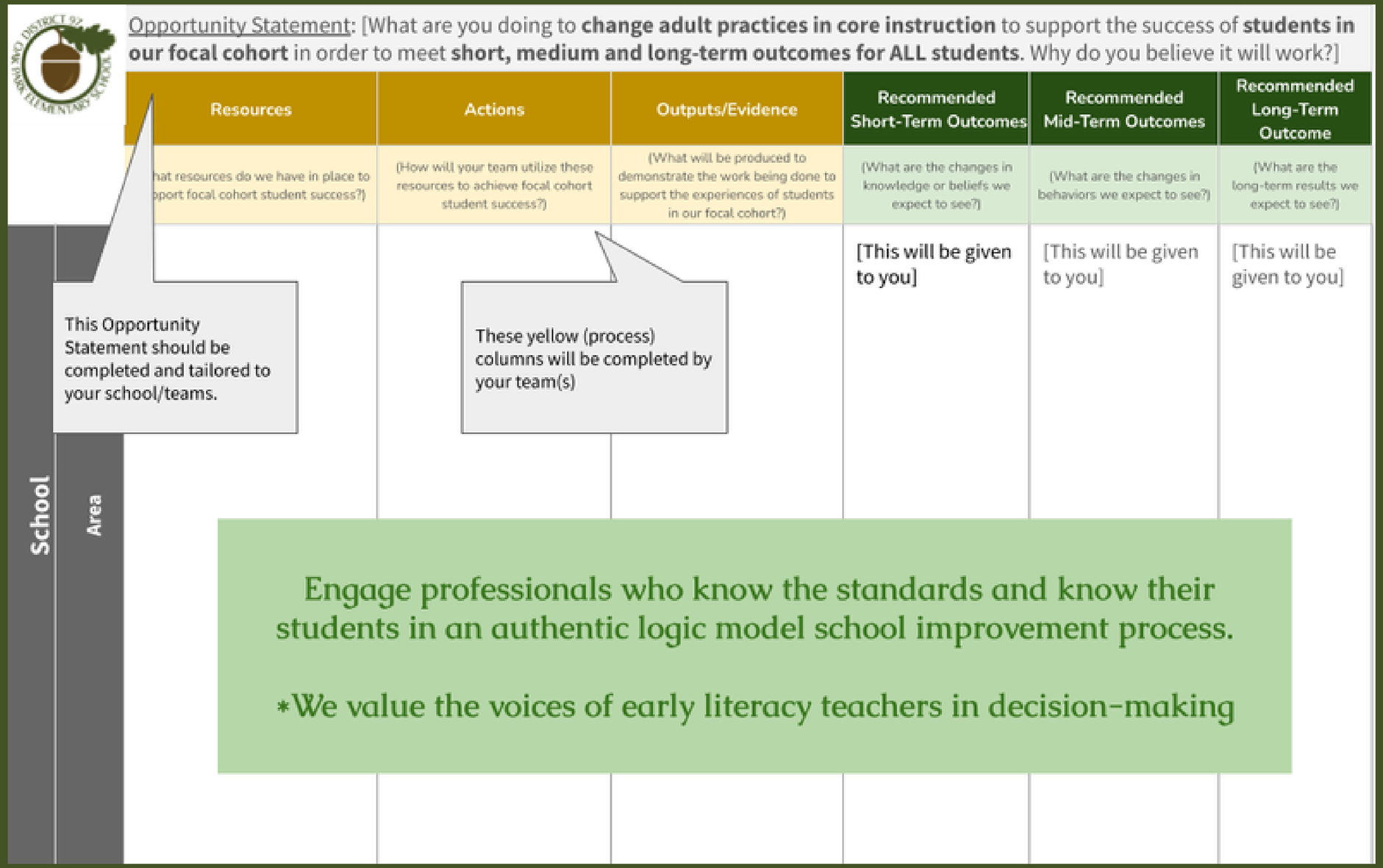
District Leadership Moves

- Fall Data Dives and Logic Model Check-Ins with School Leadership Teams
- Logic Model in Action Building Walkthroughs
- Individual Check-In Conversations with Principals and Assistant Principals
- Professional Development Opportunites
- Community Engagement Events

SCHOOL-BASED PROFESSIONAL DEVELOPMENT: PRACTICES

Hatch Elementary School, 2023

Elementary School Logic Model Template



Our Belief

If we change adult practices to support the success of students in our focal cohort…

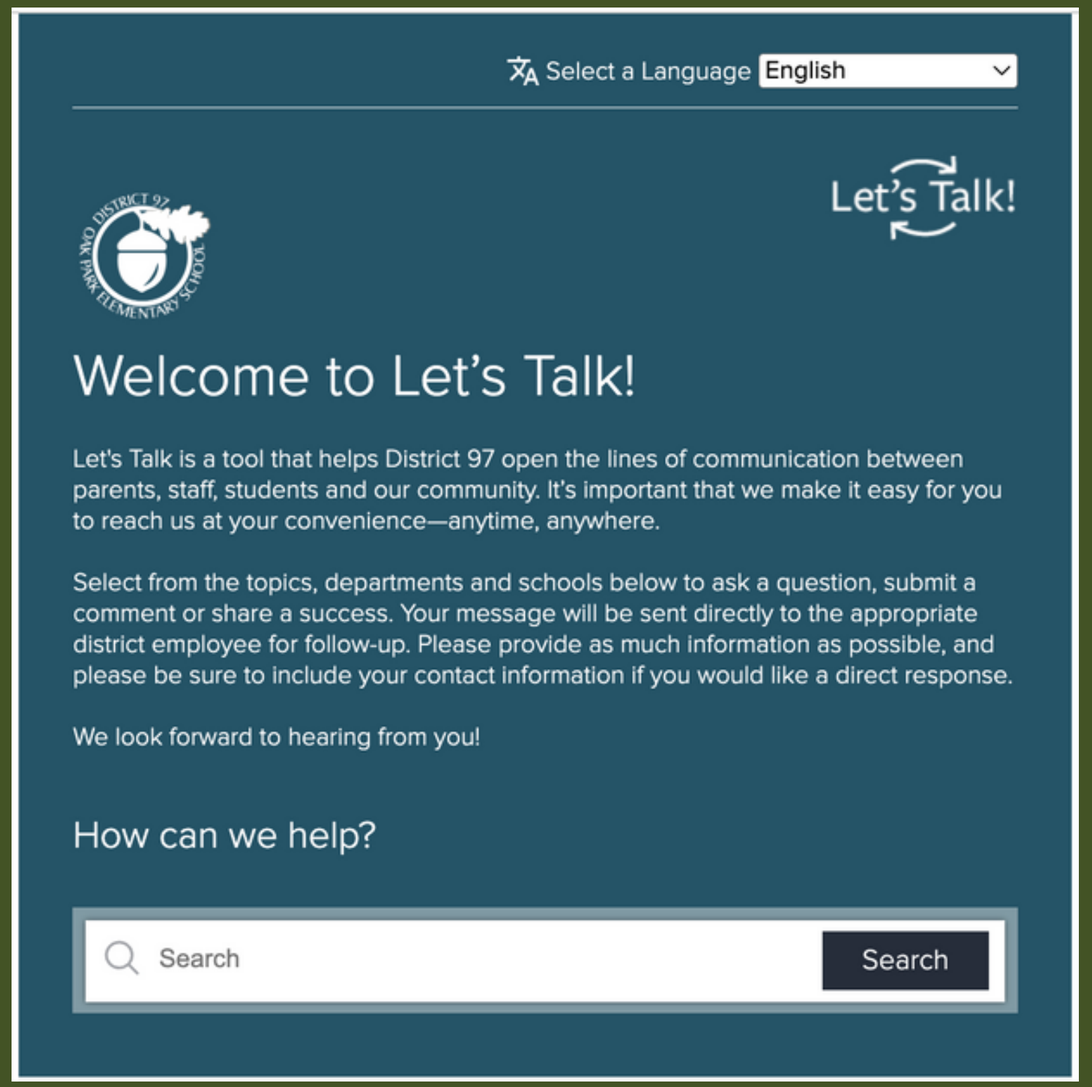
…then we will meet short, medium and long-term outcomes for **ALL students.**

Logic Models presented tonight...

Longfellow

Beye

Irving



Let's Talk!

We want to hear from you.

Share your feedback via Let's Talk

www.op97.org/letstalk

LONGFELLOW

The Longfellow BLT Team

LOGIC MODEL

MEET THE TEAM

Amy Jefferson
Principal

Shellie Thomas
Asst. Principal

Yolanda Manns
Student Support

Tricia Groben
Instructional Coach

Jenny Raia
Art

Rory Utter
Special Education

Christine Knox
Teacher Assistant

Marion Ivey
PKP

Sheila Schrems
Kindergarten

Veronica Dabney
Ist Grade

Dominique Scott
Ist Grade

Ryan Winchell
2nd Grade

Allison Nelson
3rd Grade

George Merriweather
4th Grade

Eric Bachmann
5th Grade

HOT TOPICS

What We'll Talk About

01 LONGFELLOW'S GOALS

What are our school-wide goals?

02 WHERE ARE WE NOW?

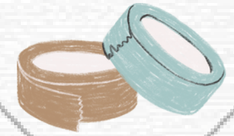
Where are we now?

03 HOW'S IT GOING?

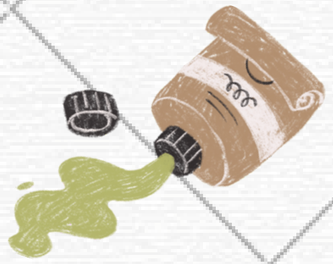
From an Equity Lens and our Day-To-Day

04 ADULT LEARNING

How are we learning along the way?



01 LONGFELLOW'S GOALS



WHAT'S OUR PROCESS?

BUILDING LEADERSHIP TEAM

Data review

Big ideas

Review of resources, actions and outputs

PROFESSIONAL LEARNING COMMUNITIES

Grade-level specific

Classroom-based resources, needs and assessments

Review of resources, actions and outputs

Opportunity Statement: [What are you doing to **change adult practices in core instruction** to support the success of **ALL students AND those in our focal cohort** in order to meet **short, medium and long-term outcomes for ALL students**. Why do you believe it will work?]

	Resources	Actions	Outputs/Evidence	Recommended Short-Term Outcomes	Recommended Mid-Term Outcomes	Recommended Long-Term Outcomes
	(What resources do we have in place to support focal cohort student success?)	(How will your team utilize these resources to achieve focal cohort student success?)	(What will be produced to demonstrate the work being done to support the experiences of students in our focal cohort?)	(What are the changes in knowledge or beliefs we expect to see?)	(What are the changes in behaviors we expect to see?)	(What are the long-term results we expect to see?)
LONGFELLOW Math	D97 Scope and Sequence - Common Core Standards - Priority standards Curricular resources MTSS Interventionist Title One Funding Instructional Coach Weekly grade level PLC meetings School wide staff meetings	During grade-level level PLCs, teams will identify the priority Math standards for each unit and determine how they will be assessed. During grade-level PLCs, teams will utilize pre-assessments to determine student need for each priority standard. Professional development during grade level PLC, school wide staff meetings, and coaching cycles around strengthening standards-based math instruction based on student need, such as math talks, manipulatives, and WIN interventions.	Agenda and attendance at grade-level PLCs. Student pre- and post-assessment data. Professional learning decks from professional development.	Teachers are able to name and understand the priority Math Learning Standards. Students in the focal cohort understand priority standards, how to successfully demonstrate mastery, and why they are important. Families of students in the focal cohort understand the grade-level Math priority standards for which we expect mastery.	Teachers will plan and deliver rigorous and equitable instructional tasks that are aligned to priority standards. Students in the focal cohort successfully demonstrate mastery on priority standards as evidenced by formative & summative classroom assessments, normed assessments, such as NWEA MAP and AimsWeb Plus, *and one out-of-school format** Families and teachers of students in the focal cohort collaborate to develop school- home partnerships in utilizing resources and priority learning standards. **This is future work. Upon development of the D97 Portrait of a Graduate, our community learning and entrepreneurialism focus will allow us to expand*	**47% proficient in Math**, as measured by IAR

Opportunity Statement: What are you doing to **change adult practices in core instruction** to support the success of **ALL students AND in our focal cohort** in order to meet **short, medium and long-term outcomes for ALL students**. Why do you believe it will work?

	Resources	Actions	Outputs/Evidence	Recommended Short-Term Outcomes	Recommended Mid-Term Outcomes	Recommended Long-Term Outcomes
	(What resources do we have in place to support focal cohort student success?)	(How will your team utilize these resources to achieve focal cohort student success?)	(What will be produced to demonstrate the work being done to support the experiences of students in our focal cohort?)	(What are the changes in knowledge or beliefs we expect to see?)	(What are the changes in behaviors we expect to see?)	(What are the long-term results we expect to see?)
LONGFELLOW ELA	D97 Scope and Sequence - Common Core Standards - Priority standards Curricular resources Jump Rope Readers Book Room Language Arts Specialist MTSS Interventionist Title One Funding Instructional Coach Weekly grade level PLC School wide staff meetings Master Schedule Release time for backward planning	Each grade level meets twice a year for a half day to plan rigorous and equitable instructional tasks that are aligned to priority standards During grade-level PLCs, teams will utilize pre-assessments to determine student need for each priority standard. Weekly professional development during grade level PLCs, school wide staff meetings, and coaching cycles around strengthening phonemic awareness / phonics / vocabulary instruction. Grade levels build time into master schedule to teach Foundational Standards with support from building admin and instructional coach.	Agenda, attendance, and lesson plans from grade level half day planning Agenda, attendance, and professional developmental decks from professional development. Master schedule that reflects time dedicated to foundational standards.	Teachers are able to name and understand the priority ELA Learning Standards. Students in the focal cohort understand priority standards, how to successfully demonstrate mastery, and why they are important. Families of students in the focal cohort understand the grade-level ELA priority standards for which we expect mastery.	Teachers will plan and deliver rigorous and equitable instructional tasks that are aligned to priority standards. Students in the focal cohort successfully demonstrate mastery on priority standards as evidenced by formative & summative classroom assessments, normed assessments, such as NWEA MAP and AimsWeb Plus, *and one out-of-school format** Families and teachers of students in the focal cohort collaborate to develop school- home partnerships in utilizing resources and priority learning standards. **This is future work. Upon development of the D97 Portrait of a Graduate, our community learning and entrepreneurialism focus will allow us to expand demonstration of mastery to out of school time*	**46% proficient in ELA**, as measured by IAR

Opportunity Statement: What are you doing to **change adult Tier 1 practices** to support the success of **ALL students AND those in our focal cohort** in order to meet **short, medium and long-term outcomes for ALL students**. Why do you believe it will work?

		Resources	Actions	Outputs/Evidence	Recommended Short-Term Outcomes	Recommended Mid-Term Outcomes	
		(What resources do we have in place to support focal cohort student success?)	(How will your team utilize these resources to achieve focal cohort student success?)	(What will be produced to demonstrate the work being done to support the experiences of students in our focal cohort?)	(What are the changes in knowledge or beliefs we expect to see?)	(What are the changes in behaviors we expect to see?)	(What are the long-term results we expect to see?)
LONGFELLOW	Engagement	School Wide PD on engagement throughout the 2023-2024 school year at BLT, staff meetings, and PLCs. Four Institute Days Positive Office Referrals SAIG Groups Daily morning meeting built into the master schedule. School Wide Staff Meetings PBIS Team	Teach and utilize discussion and engagement protocols with our students (such as think, pair, share, mini-lessons, Kagan structures, and collaborative learning environment) to foster collaboration and community. Professional learning for Special Area teachers on SAIG groups.	Engagement strategies are reflected in lesson plans and observed during learning walks SAIG group records	School staff can name engagement and sense of belonging strategies used in the classroom to support students in the focal cohort School staff can name systems for restorative practices, conflict resolution, and progressive discipline to support students in the focal cohort. School staff have shared knowledge of continuum of MTSS-B interventions available and have maximized lower interventions for students in the focal cohort.	School staff implement engagement and belonging strategies in the classroom with attention to the needs of students in the focal cohort School staff implement systems for or restorative practices, conflict resolution, and progressive discipline with attention to the needs of students in the focal cohort. Every student has at least one adult responsible for developing a relationship with them with particular attention to students in the focal cohort	**58% feeling Engaged**, as measured by Panorama survey
	Belonging	Daily morning meeting built into the master schedule. Bears Dens Positive Office Referrals SAIG Groups Morning meeting resources	Daily morning meeting Bears Den's which are multi-grade level "dens" with about 12 students that met every month with a staff member with lessons designed by the MTSS-B team focused on kindness and belonging	Morning meeting observed during learning walks Bear's Den lesson plans			**72% feeling Sense of Belonging**, as measured by Panorama survey

02 WHERE ARE WE NOW?

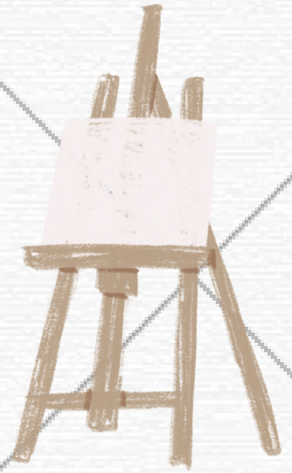
DEVELOPING OUR LOGIC MODEL

STUDENT FOCAL COHORT FOR 23-24

Black / MultiLingual Students

OUR WHY

Academic and Panorama survey data indicates differences in the experiences and educational outcomes of our Black students and Multilingual students

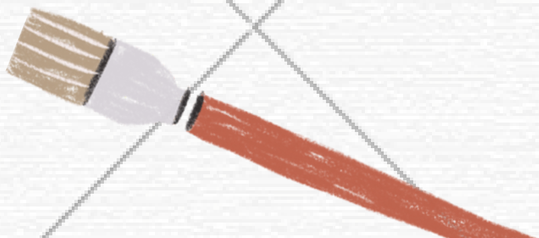


CELEBRATIONS

OUR MEDIAN PERCENTILE INCREASED IN MATH - FROM 67% TO 73%!

OUR MEDIAN PERCENTILE INCREASED IN READING - FROM 72% TO 73%!

44% OF 3-5 STUDENTS PROJECTED TO MEET ON IAR MATH (UP FROM 35%)



PKP HAS BEEN FOCUSING ON PHONEMIC AWARENESS AND ALPHABETIC PRINCIPLE AS WELL AS NUMERACY.

VOCABULARY WAS THE HIGHEST READING STRAND IN 1ST GRADE.

KINDERGARTEN HAD A LOT OF GROWTH IN READING AND MATH!

GEOMETRY & ALGEBRAIC THINKING WERE THE TOP GROWTH AREAS IN 2ND GRADE.

OVERALL MORE GROWTH IN MAP MATH IN 3RD GRADE.

ALL 5TH GRADE CLASSROOMS SAW A GEOMETRY INCREASE FROM FALL TO WINTER

INFORMATIONAL TEXT WAS A STRENGTH IN 4TH GRADE.

WHERE ARE WE NOW?

ACCORDING TO THE DASHBOARD

ELA

68% of students are performing at or above grade level.

52% of 3rd-5th grade students are projected to meet on IAR.

MATH

71% of students are performing at or above grade level.

44% of 3rd-5th grade students are projected to meet on IAR.

ELA FOCAL COHORT

37% of students in the focal cohort are performing at or above grade level.

24% of 3rd-5th grade are projected to meet on IAR.

MATH FOCAL COHORT

35% of students in the focal cohort are performing at or above grade level.

12% of 3rd-5th grade are projected to meet on IAR.

WHERE ARE WE NOW?

ACCORDING TO THE PANORAMA SURVEY

SENSE OF BELONGING

Favorable responses on the Panorama Survey stayed consistent at 68%

BELONGING FOCAL COHORT

62% of our focal cohort students reported feeling a sense of belonging.

ENGAGEMENT

Increase in favorable responses on the Panorama Survey from 54% to 56%

ENGAGEMENT FOCAL COHORT

51% of Black students and 37% of multilingual students reported feeling engaged.

HOW'S IT GOING?

FOCUSED ON OUR EQUITY LENS

SIP/LOGIC MODEL IMPLEMENTATION

What's Cookin'?

The ingredients for Longfellow's Sauce!

I Can Statements!

Backwards Planning!

RACE Strategy!

Innovative WIN Time!

Student Discourse! (Questioning/ Productive Struggle)

DIFFERENTIATED PLANNING & INSTRUCTION

WEEKLY GRADE-LEVEL PLC TIME

FOCAL COHORT PROGRESS MONITORING

What's Cookin'?

The ingredients for Longfellow's Sauce!

I Can Statements!

Backwards Planning!

RACE Strategy!

Innovative WIN Time!

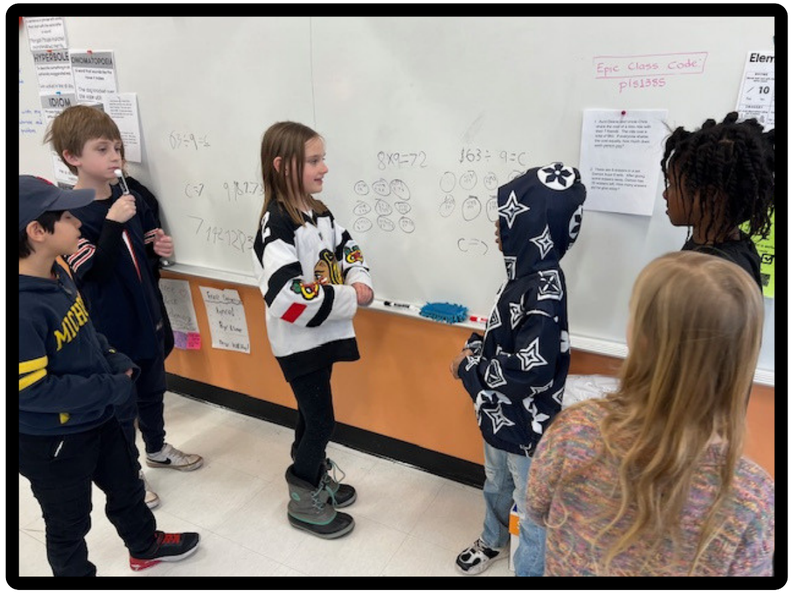
Student Discourse! (Questioning/ Productive Struggle)

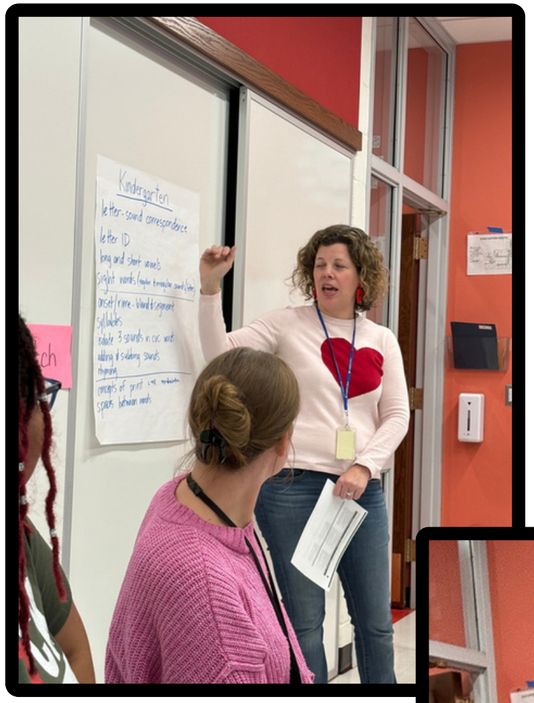
PD ON INSTRUCTION & STUDENT ENGAGEMENT

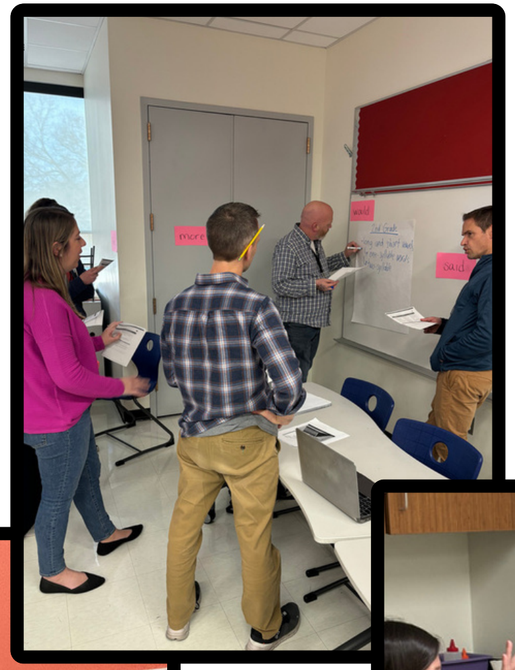
OPPORTUNITIES FOR STUDENT AGENCY

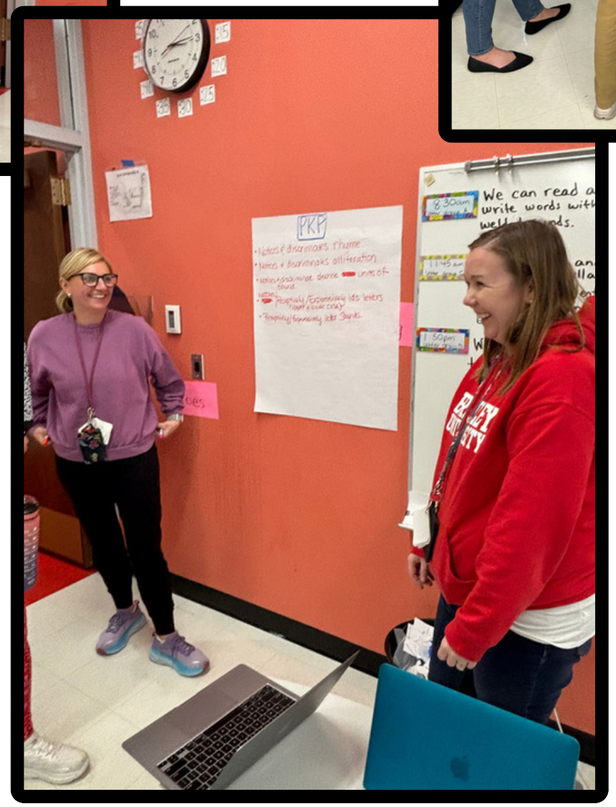
REAL WORLD EXPERIENCES

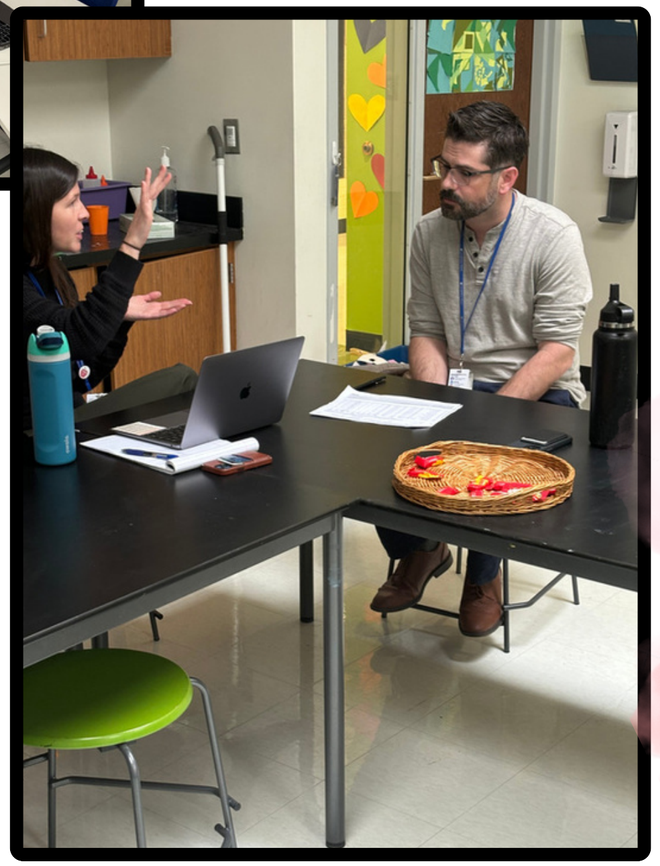
OPPORTUNITIES FOR STUDENT AGENCY





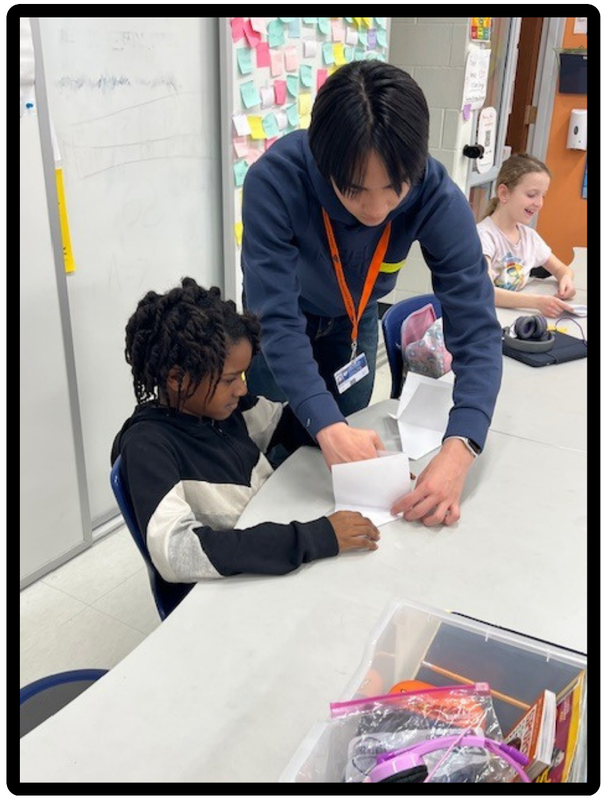


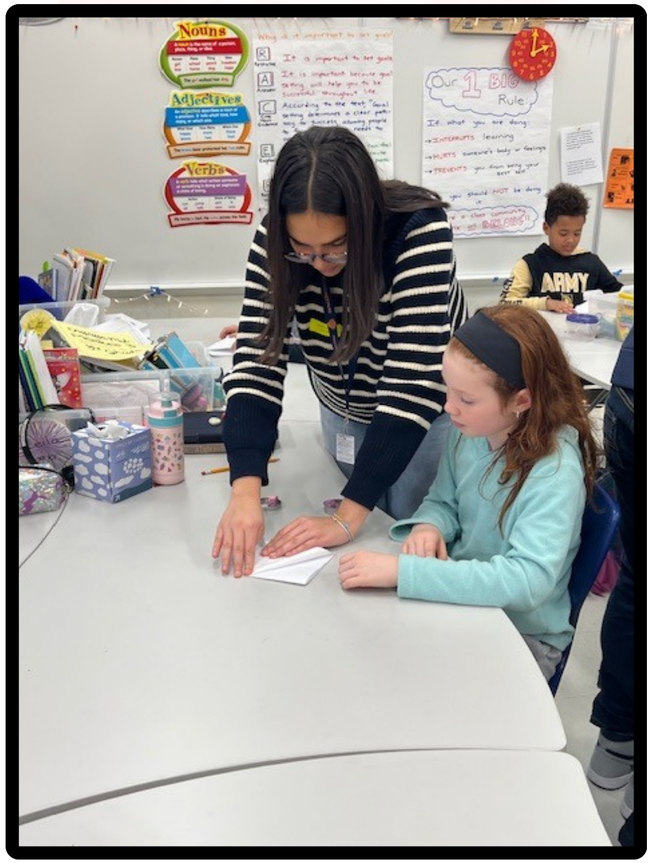




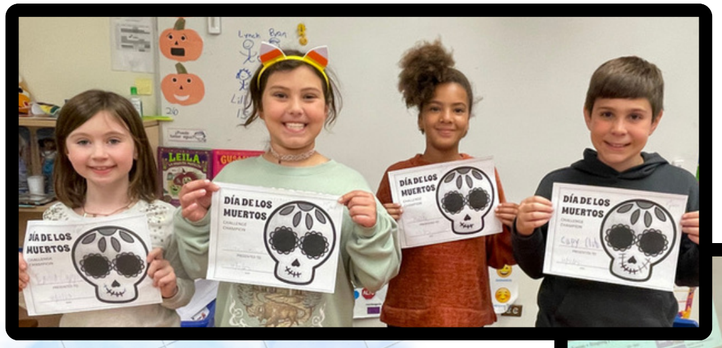
PD ON INSTRUCTION & STUDENT ENGAGEMENT

REAL WORLD EXPERIENCES





SPECIAL AREA



BOOK BUDDIES =
BELONGING

PKP I LOVE YOU DANCE

ADULT LEARNINGS?

- DIFFERENTIATION
- STANDARDS-BASED INSTRUCTION
- STUDENT VOICE
- UDL INTENTIONALITY

THANK YOU!

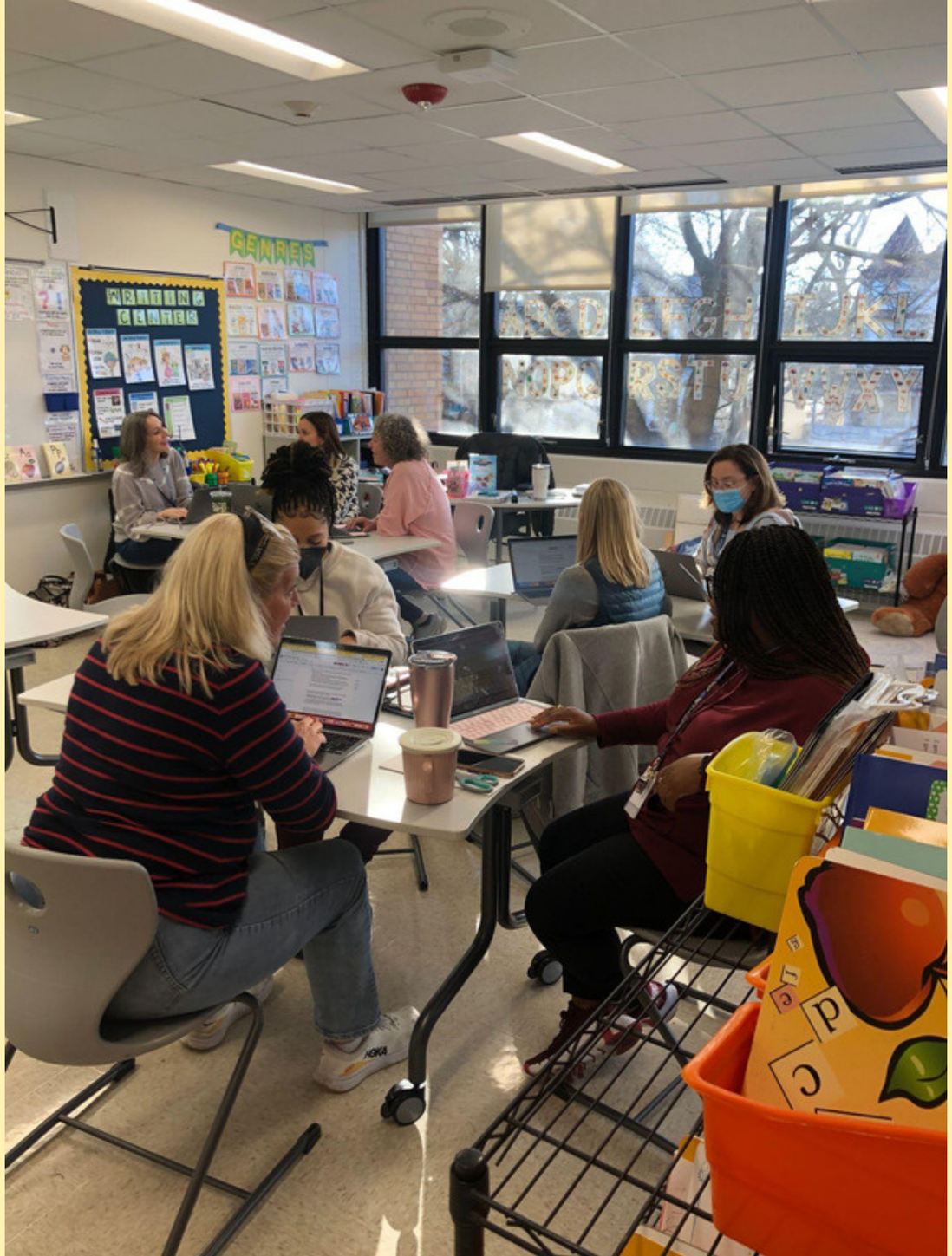
Longfellow BLT Team

Beye Board of Education Logic Model Presentation

Tuesday, February 27, 2024

Agenda

- Learning Walk Tool/ Focal Cohort
- Math/ ELA Actions & Data
- Sense of Belonging/ Engagement Actions & Data
- Focal Cohort/Family Engagement



Building Leadership Team hard at work

(Julie Sigunick (K), Gretchen Thomas (1), Sarah Louthan (2), Tyronda Law (3), Amy Baker (4), Natalie Bauman (5), Kelly Ferguson (Sped), Bob Foote (TA), Erin Woodson (Inst. Coach), Elvira Colmenero (specials), Karen Foleno (SSS) and Jane Sheth (LAS)

It is going to BEE a Great Year!

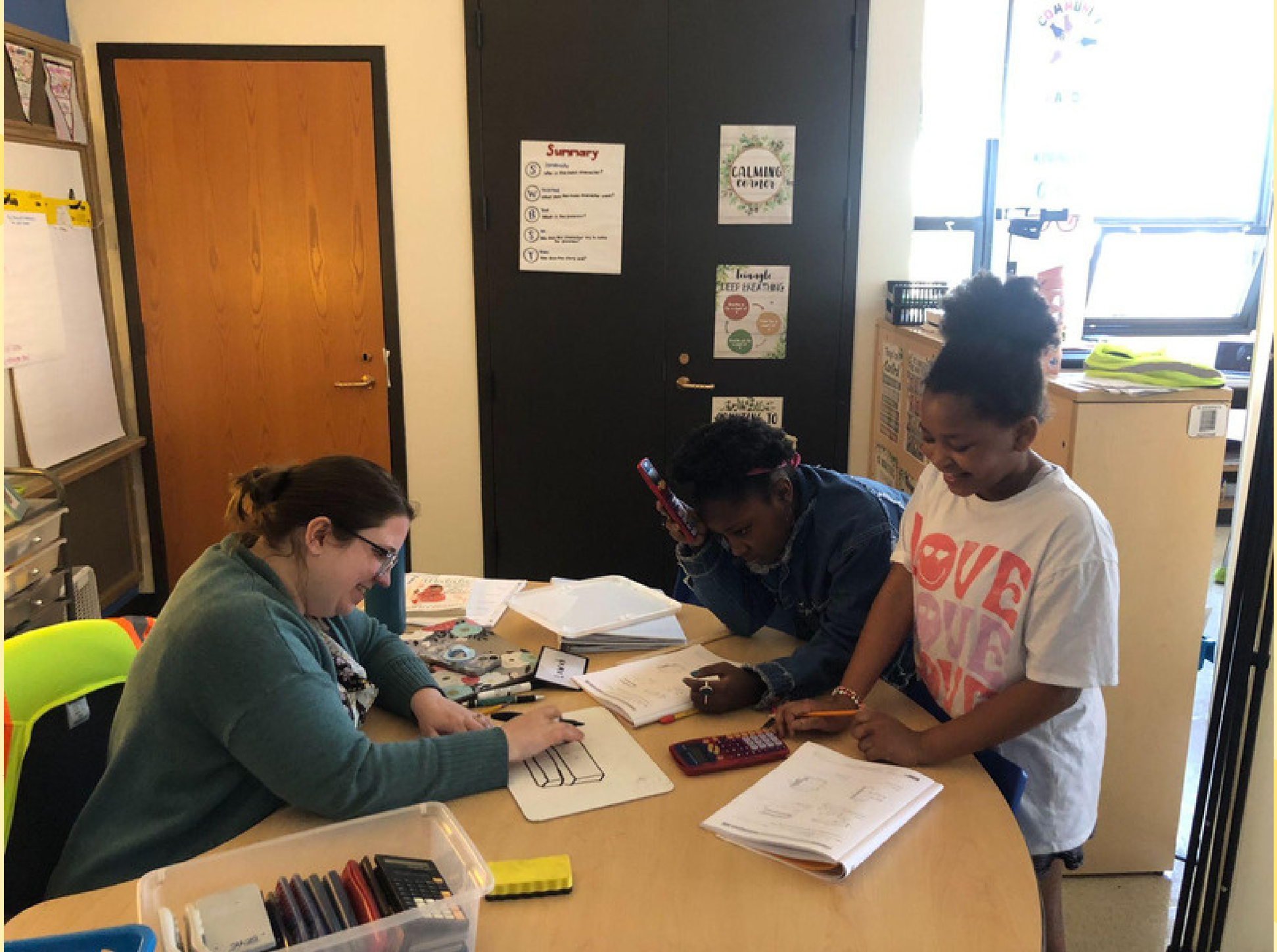
Empower learners to take charge of their own learning. *

The teacher gives students an age appropriate choice in engagement during the lesson or activity.
-RECRUITING INTEREST (ENGAGEMENT)

- [ ] Student choice in level of challenge
- [ ] Student choice in rewards or recognition
- [ ] Student choice in context or content used for practicing and assessing skills
- [ ] Student choice of tools for gathering information or production
- [ ] Student choice in design or layout
- [ ] Student choice in the timing of completion
- [ ] Allows students to help design classroom activities or academic tasks
- [ ] Student choice in choosing academic goal
- [ ] Other...

Opportunity Statement: We will **collaboratively use state standards to plan instruction** to support the **success of students in our focal cohort** in order to meet **short, medium and long-term outcomes for ALL students**. We believe this will work because collaboration as a whole school will ensure multiple perspectives are incorporated and encourages our commitment to collective responsibility.

		Resources	Act ions	Outputs/Evidence	Recommended Short-Term Outcomes	Recommended Mid-Term Outcomes	Recommended Long-Term Outcomes
		(What resources do we have in place to support focal cohort student success?)	(How will your team utilize these resources to achieve focal cohort student success?)	(What will be produced to demonstrate the work being done to support the experiences of students in our focal cohor t?)	(What are the changes in knowledge or beliefs we expect to see?)	(What are the changes in behaviors we expect to see?)	(What are the long-term results we expect to see?)
Beye	**Math**	Common Core Standards D97 named priority standards Curricular and supplemental resources & pacing guide Title One Funding Instructional Coach Weekly grade level PLC School wide staff meetings District wide staff meetings Master Schedule Technology resources Enrichment Specialist	Using state standards as the anchor, backwards designing instruction to incorporate Universal Design for Learning Utilizing data driven small group instruction during workshop and WIN time Progress monitor and discuss students consistently during PLC/MTSS meetings **Develop/Provide PD opportunities regarding empowering learners to take charge of their own learning and advance our work with culturally responsive teaching**	Agenda, modified formative assessments, unit plans from grade level planning Agenda, benchmark assessment data, formative assessment data Agenda, MTSS data wall, attendance PLC/ BLT agendas and meetings, district wide grade level meetings, staff website	Teachers are able to name and understand the priority Math Learning Standards. Students in the focal cohort understand priority standards, how to successfully demonstrate mastery, and why they are important. Families of students in the focal cohort understand the grade-level Math priority standards for which we expect mastery.	Teachers will plan and deliver rigorous and equitable instructional tasks that are aligned to priority standards. Students in the focal cohort successfully demonstrate mastery on priority standards as evidenced by formative & summative classroom assessments, normed assessments, such as NWEA MAP and AimsWeb Plus, *and one out-of-school format** Families and teachers of students in the focal cohort collaborate to develop school- home partnerships in utilizing resources and priority learning standards.	**54% proficient in Math**, as measured by IAR


Summary
CALMING CORNER
LOVE

School Profile

Achievement Overview

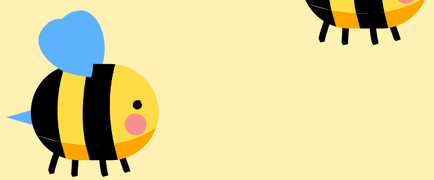
William Beye Elementary School | Math K-12

Grade	Achievement Winter 2023-2024 Median and Distribution	Number of Students
All Grades	77th | 7% | 8% | 15% | 23% | 47%	364

Percentiles Key: 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

Rostered Winter 2023-2024

Tested Winter 2023-2024

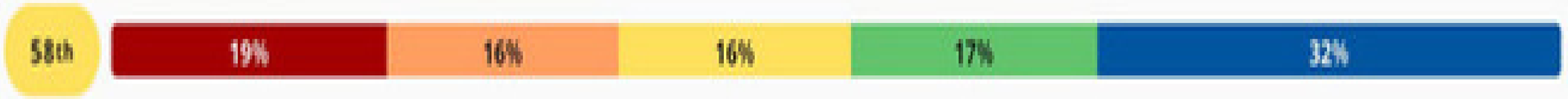


Achievement by Grade

William Beye Elementary School | Math K-12

Growth and Achievement Overview

William Beye Elementary School | Math K-12

Grade		Number of Students
All Grades	**Growth** Median and Distribution  **Achievement Fall 2023-2024** Median and Distribution **Achievement Winter 2023-2024** Median and Distribution 	359

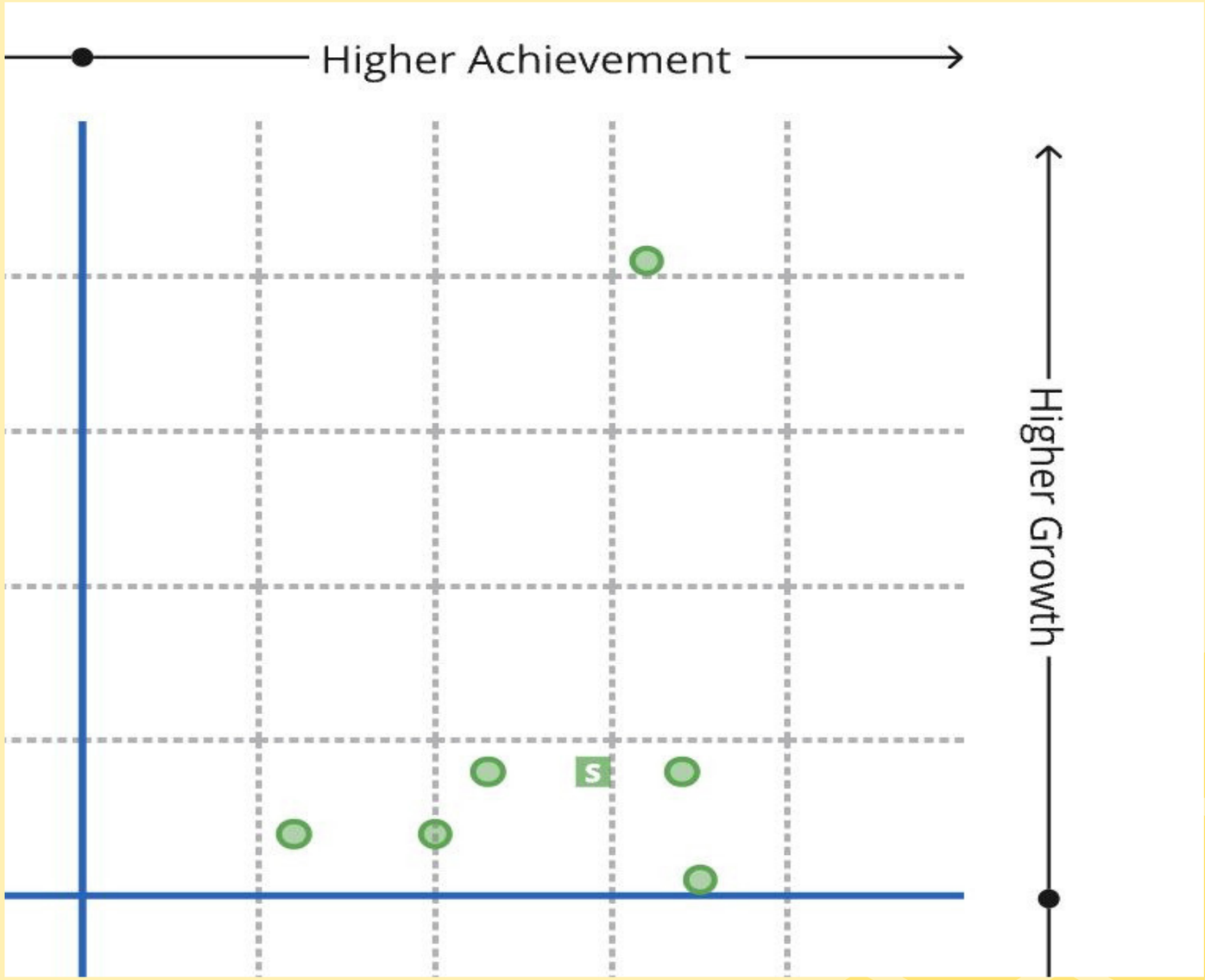
Percentiles Key 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

Rostered Winter 2023-2024

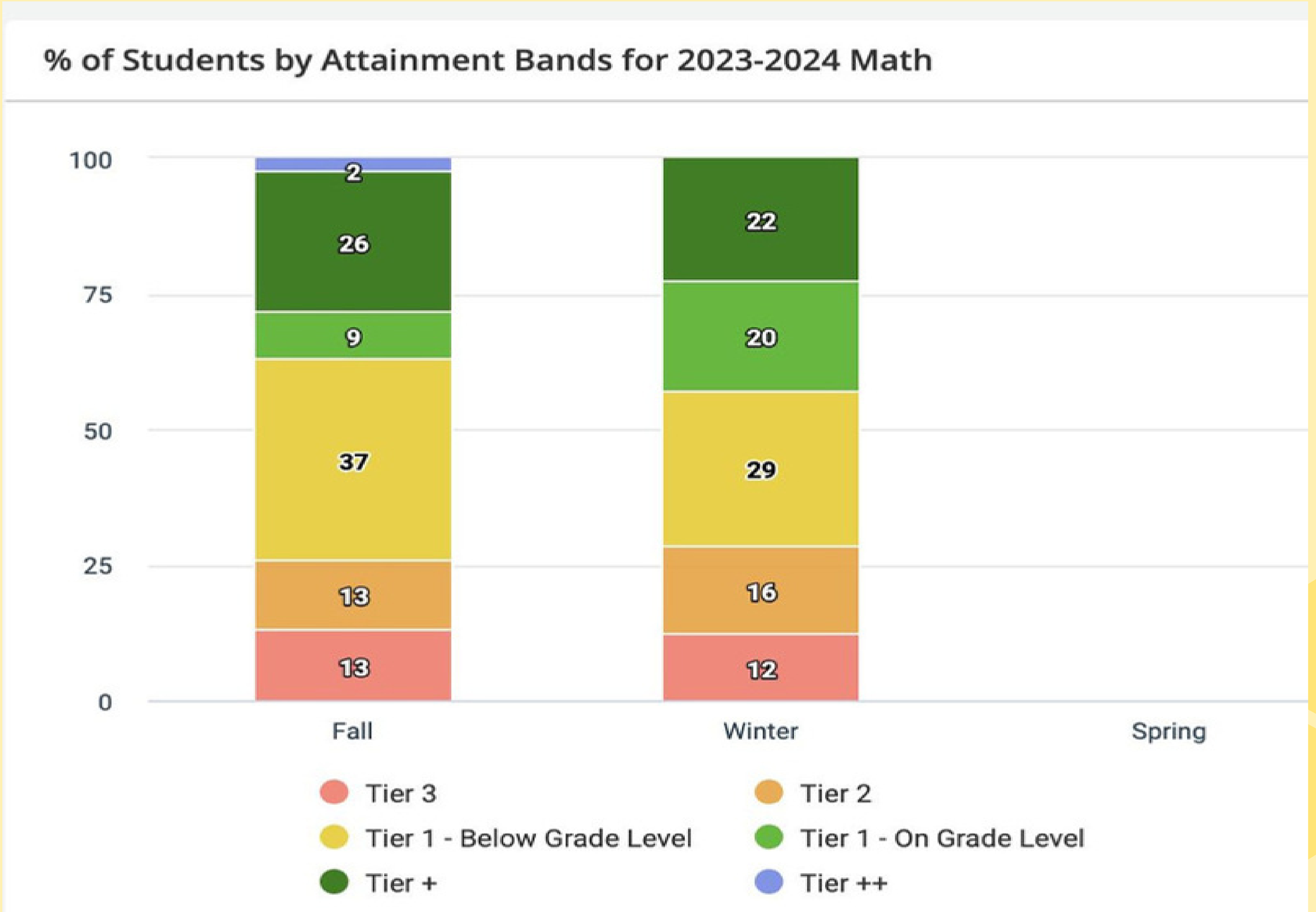
Tested Fall 2023-2024 - Winter 2023-2024

What we are Learning from our Assessments

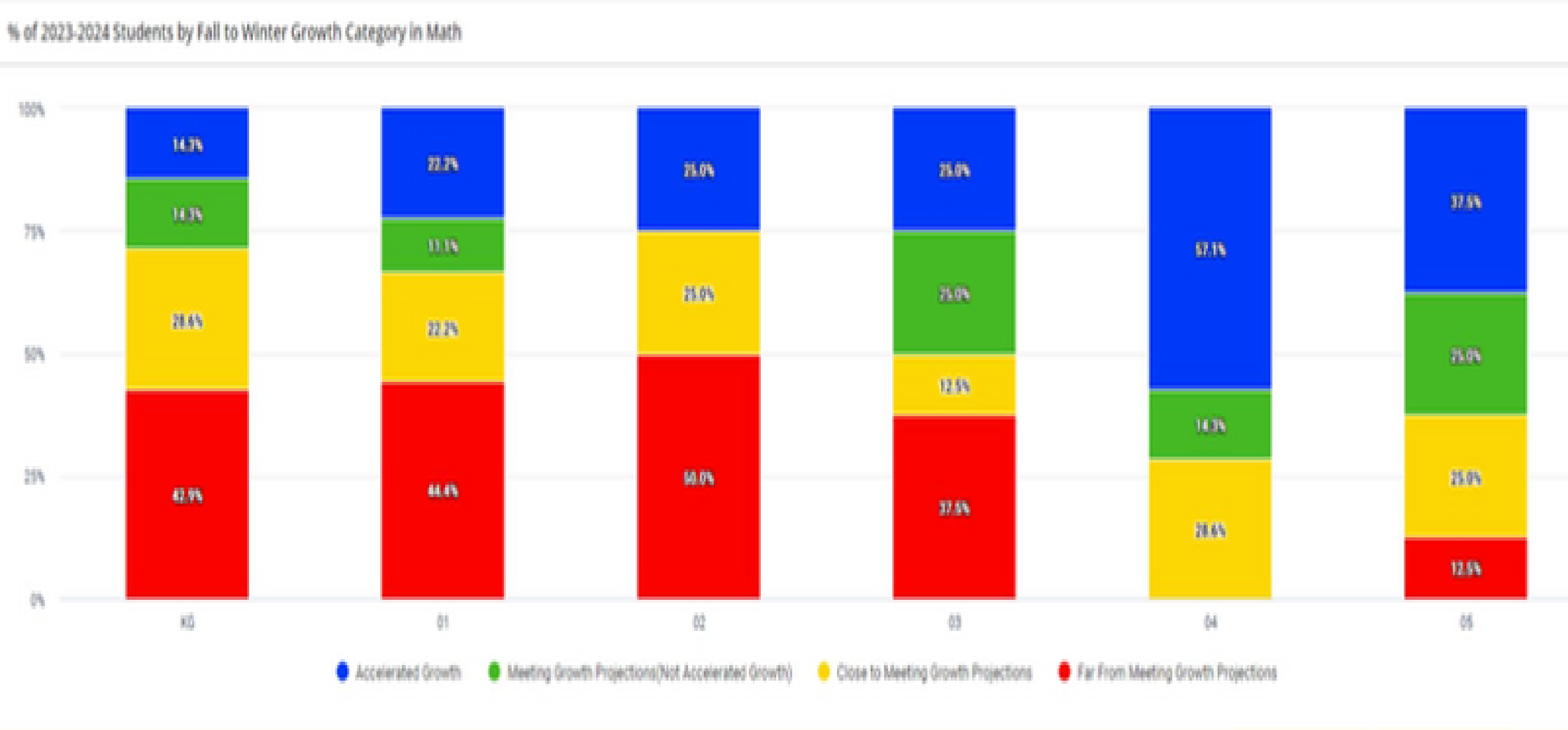
In the area of math, we had high achievement and high growth in all grades, and particularly high in fourth grade.



Focal Cohort Students



Focal Cohort Students



Opportunity Statement: We will **collaboratively use state standards to plan instruction** to support the **success of students in our focal cohort** in order to meet **short, medium and long-term outcomes for ALL students**. We believe this will work because collaboration as a whole school will ensure multiple perspectives are incorporated and encourages our commitment to collective responsibility.

		Resources	Act ions	Outputs/Evidence	Recommended Short-Term Outcomes	Recommended Mid-Term Outcomes	Recommended Long-Term Outcomes
		(What resources do we have in place to support focal cohort student success?)	(How will your team utilize these resources to achieve focal cohort student success?)	(What will be produced to demonstrate the work being done to support the experiences of students in our focal cohor t?)	(What are the changes in knowledge or beliefs we expect to see?)	(What are the changes in behaviors we expect to see?)	(What are the long-term results we expect to see?)
Beye	**ELA**	Common Core Standards D97 named priority standards Curricular and supplemental resources & pacing guide Technology resources Language arts Specialist Enrichment Specialist Title One Funding Instructional Coach Weekly grade level PLC School wide staff meetings District wide staff meetings Master Schedule Book Buddies	Using state standards as the anchor, backwards designing instruction to incorporate Universal Design for Learning Utilizing data driven small group instruction during workshop and WIN time Progress monitor and discuss students consistently during PLC/MTSS meetings **Develop/Provide PD opportunities regarding empowering learners to take charge of their own learning and advance our work with culturally responsive teaching**	Agenda, modified formative assessments, unit plans from grade level planning Agenda, benchmark assessment data, formative assessment data Agenda, MTSS data wall, attendance PLC/ BLT agendas and meetings, district wide grade level meetings, staff website	Teachers are able to name and understand the priority ELA Learning Standards. Students in the focal cohort understand priority standards, how to successfully demonstrate mastery, and why they are important. Families of students in the focal cohort understand the grade-level ELA priority standards for which we expect mastery.	Teachers will plan and deliver rigorous and equitable instructional tasks that are aligned to priority standards. Students in the focal cohort successfully demonstrate mastery on priority standards as evidenced by formative & summative classroom assessments, normed assessments, such as NWEA MAP and AimsWeb Plus, *and one out-of-school format** Families and teachers of students in the focal cohort collaborate to develop school- home partnerships in utilizing resources and priority learning standards.	**54% proficient in ELA**, as measured by IAR

School Profile

Achievement Overview

William Beye Elementary School | Reading

Grade	Achievement Winter 2023-2024 Median and Distribution	Number of Students
All Grades	81st · 8% · 10% · 13% · 18% · 51%	364

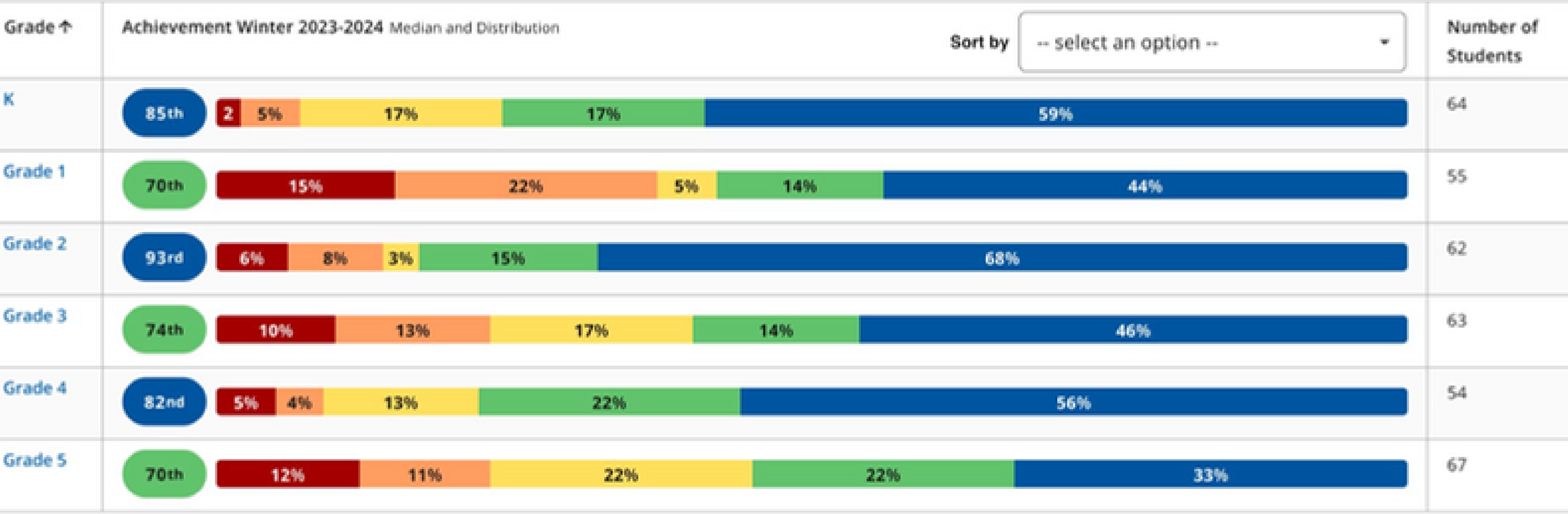
Percentiles Key: 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

Rostered Winter 2023-2024

Tested Winter 2023-2024

Achievement by Grade

William Beye Elementary School | Reading



Percentiles Key: 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

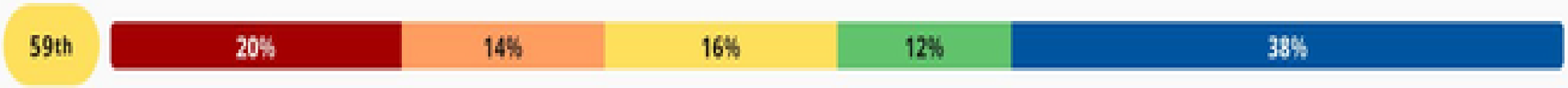
Rostered Winter 2023-2024

Tested Winter 2023-2024

Growth and Achievement Overview

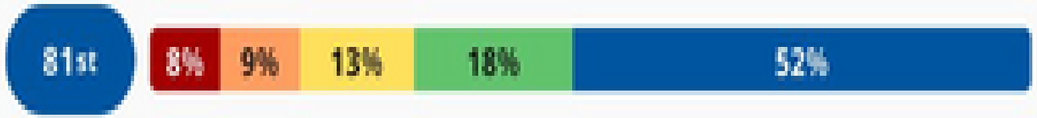
William Beye Elementary School | Reading

Grade		Number of Students
All Grades	**Growth** Median and Distribution	359



Achievement Fall 2023-2024 Median and Distribution

Achievement Winter 2023-2024 Median and Distribution

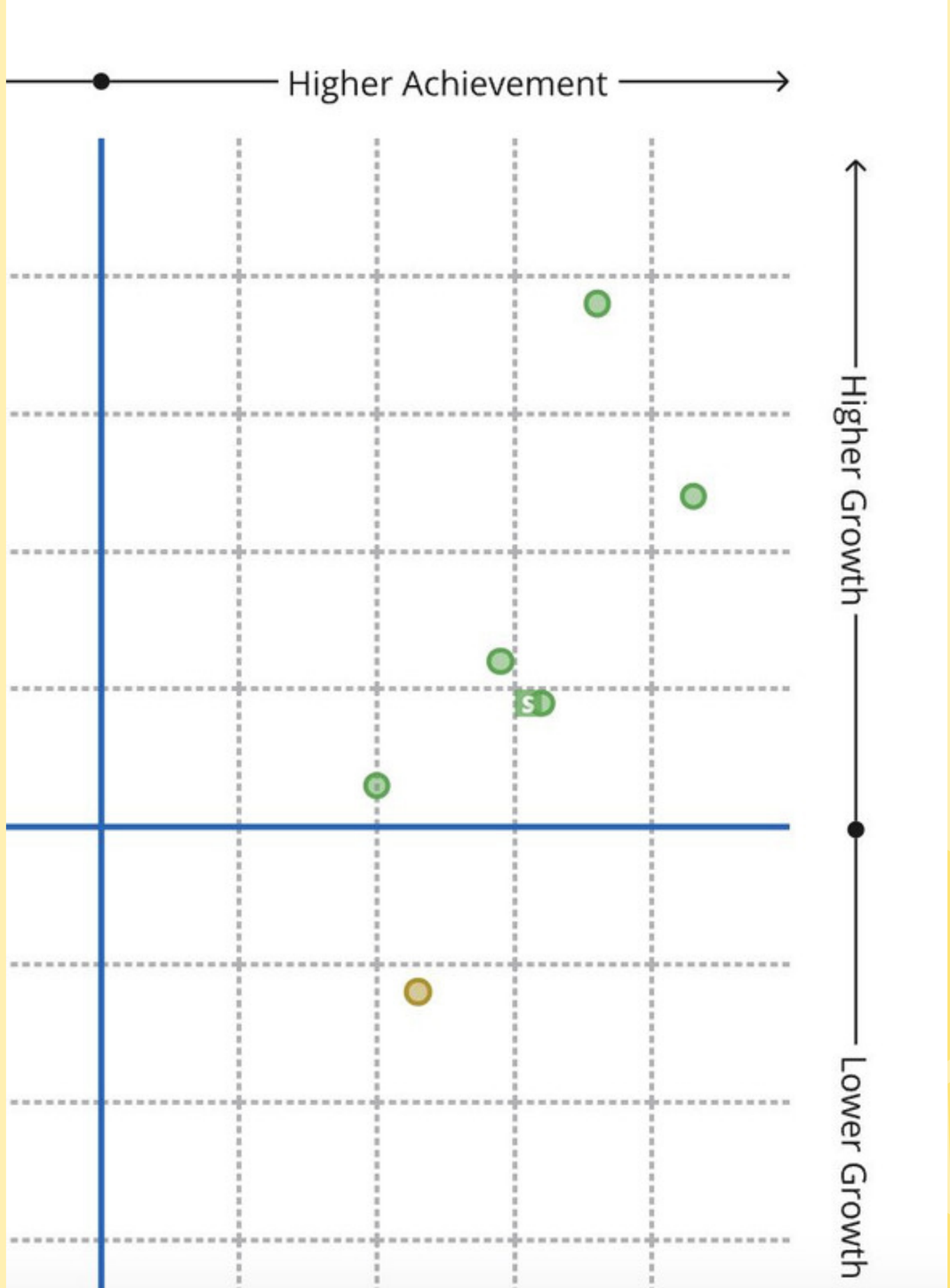


Percentiles Key: 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

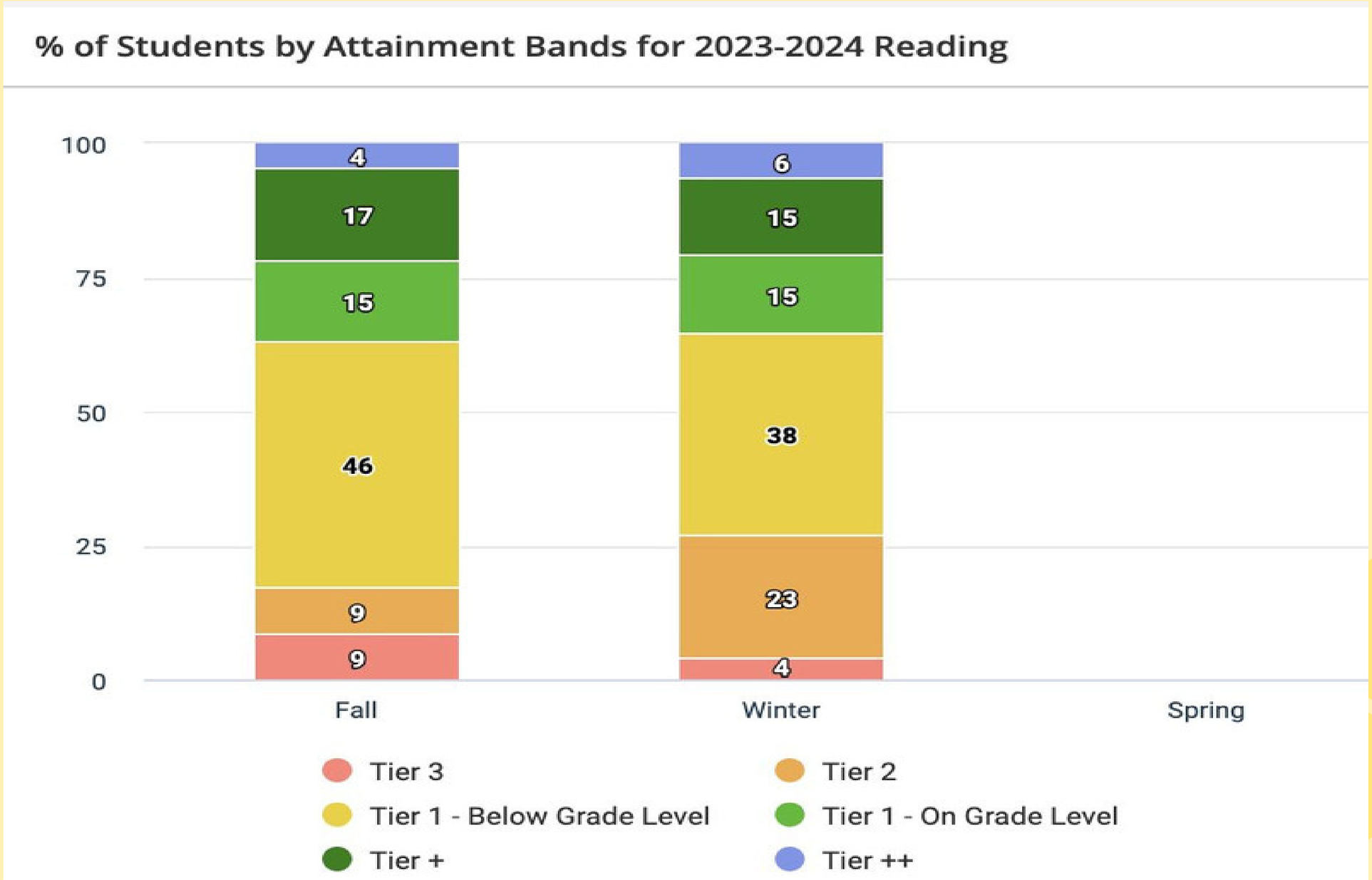
Rostered Winter 2023-2024

Tested Fall 2023-2024 - Winter 2023-2024

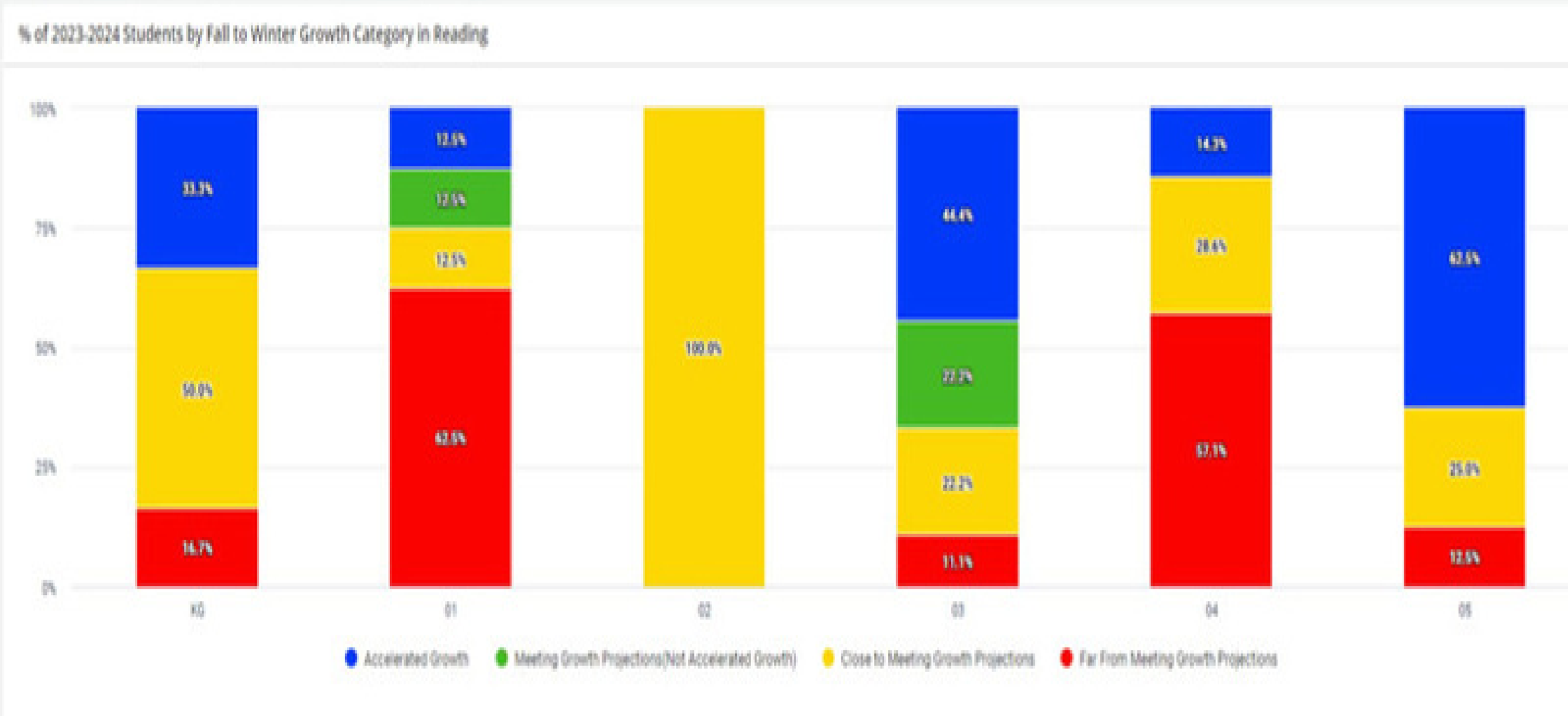
In the area of reading, we had high achievement and high growth in nearly all grades.



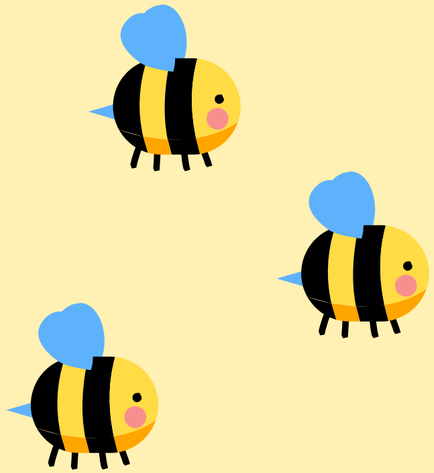
Focal Cohort Students



Focal Cohort Students



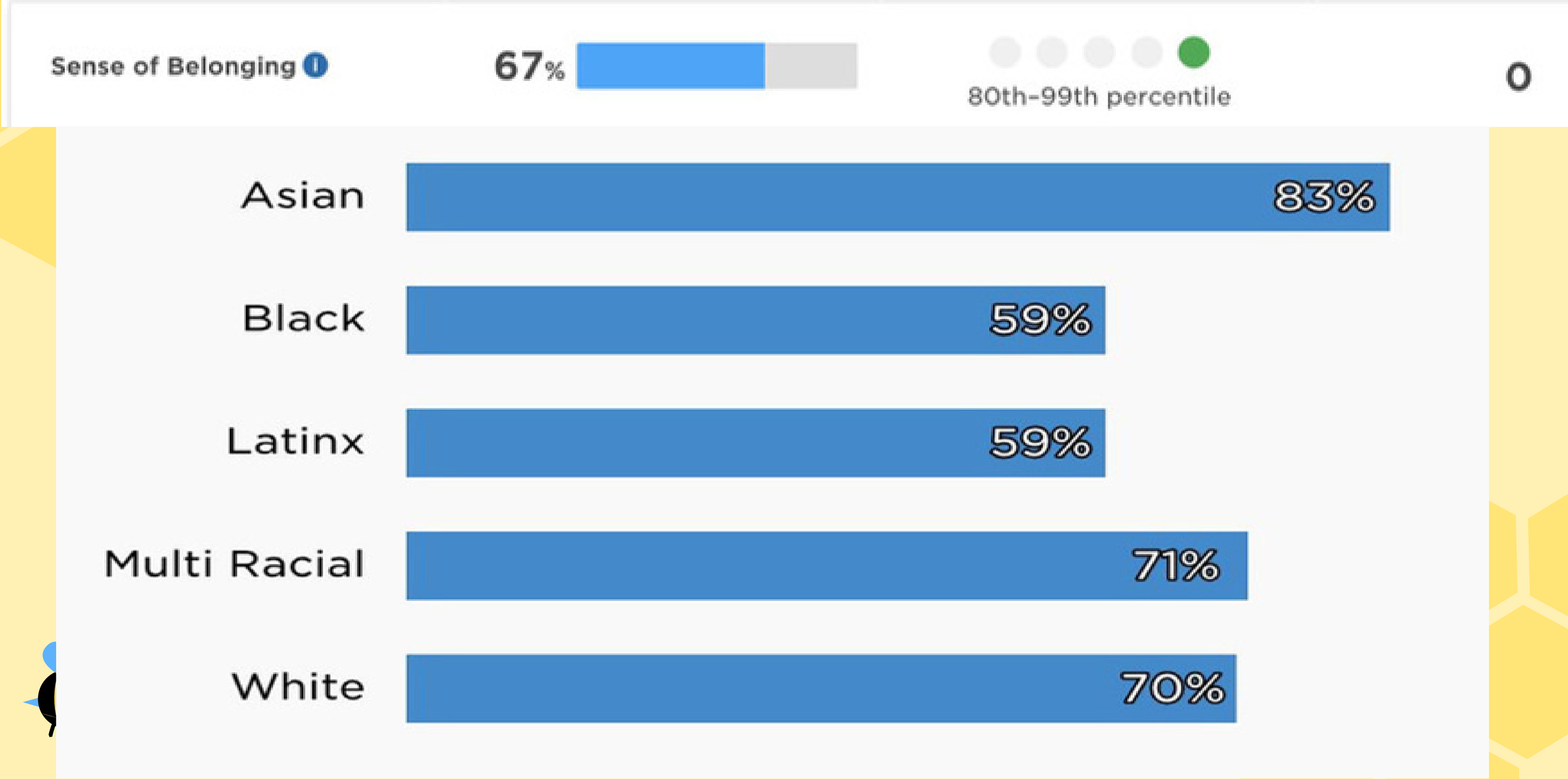
How is the Beye team using this information to plan for continuous improvement?



Opportunity Statement: We will **support adult practices in creating a positive learning environment** to support the success of **students in our focal cohort** in order to meet **short, medium and long-term outcomes for ALL students**. We believe this will work because we are being more intentional, committed and consistent in providing safe spaces to encourage sense of belonging through equity of voice.

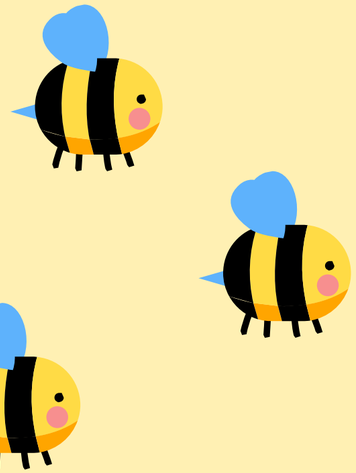
		Resources	Act ions	Outputs/Evidence	Recommended Short-Term Outcomes	Recommended Mid-Term Outcomes	Recommended Long-Term Outcomes
		(What resources do we have in place to support focal cohort student success?)	(How will your team utilize these resources to achieve focal cohort student success?)	(What will be produced to demonstrate the work being done to support the experiences of students in our focal cohor t?)	(What are the changes in knowledge or beliefs we expect to see?)	(What are the changes in behaviors we expect to see?)	(What are the long-term results we expect to see?)
Beye	**Sense of Belonging**	Daily morning meeting built into the master schedule. Morning meeting resources Social Justice decks Panorama Survey Second Step Curriculum	Using Chill out zones Using Check in/Check out system Creating SAIG groups to meet specific needs New student luncheon (first week of October) **Once a month, black staff will gather with black students to connect in an affinity space.** Teacher use of “request for assistance” form Student needs survey for teachers to complete each trimester Positive Behavior Email (PBE) home during the first 2 weeks Pledge and Beye Motto each morning over PA Reading Buddies	BIR data for individual comparisons SWIS school wide data collection Tier 2 team agenda items Tier 1 team agenda items Attendance data Social work referrals	School staff can name engagement and sense of belonging strategies used in the classroom to support students in the focal cohort School staff can name systems for restorative practices, conflict resolution, and progressive discipline to support students in the focal cohort. School staff have shared knowledge of continuum of MTSS-B interventions available and have maximized lower interventions for students in the focal cohort.	School staff implement engagement and belonging strategies in the classroom with attention to the needs of students in the focal cohort School staff implement systems for or restorative practices, conflict resolution, and progressive discipline with attention to the needs of students in the focal cohort. Every student has at least one adult responsible for developing a relationship with them with particular attention to students in the focal cohort	**72% feeling Sense of Belonging**, as measured by Panorama survey

Sense of Belonging



- Beye Black Beauty (B3): Black Affinity Group led by Erin Woodson (Inst. Coach) Tyronda Law (3rd) and Keisha Stewart (1st)

- Mx. Suhs (Teaching Assistant) and Ms. Luhrs (School Social Worker) are hosting Kaleidoscope, a safe space for LGBTQ+, non-binary, and allied students at Beye School.



HISPANIC HERITAGE

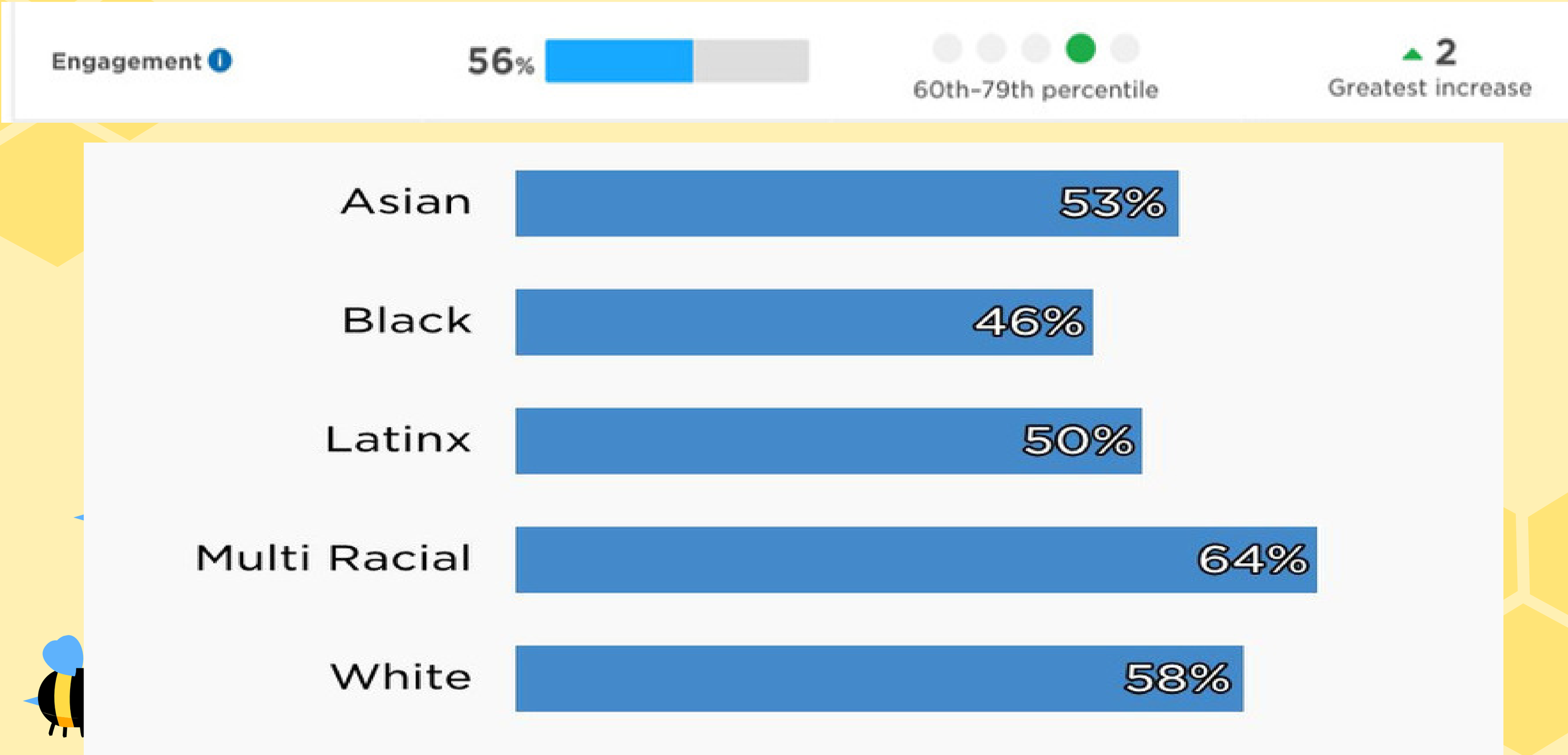
Lunar New Year Celebration

Blues Music - Thank you D97!

Opportunity Statement: We will **support adult practices in creating an engaging learning environment** to support the success of **students in our focal cohort** in order to meet **short, medium and long-term outcomes for ALL students**. We believe this will work because we are being more intentional, committed and consistent in providing opportunities for students to actively participate in their learning.

	Resources	Act ions	Outputs/Evidence	Recommended Short-Term Outcomes	Recommended Mid-Term Outcomes	Recommended Long-Term Outcomes
	(What resources do we have in place to support focal cohort student success?)	(How will your team utilize these resources to achieve focal cohort student success?)	(What will be produced to demonstrate the work being done to support the experiences of students in our focal cohor t?)	(What are the changes in knowledge or beliefs we expect to see?)	(What are the changes in behaviors we expect to see?)	(What are the long-term results we expect to see?)
Beye **Engagement**	Institute Days School Wide Staff Meetings District Wide Staff Meetings School Wide PD on engagement throughout the 2023-2024 school year at BLT, staff meetings, and PLC Panorama Survey BIR and SWIS Data Research for Better Teaching PBIS, Paw Passes	Using Chill out zones Using Check in/Check out Creating SAIG groups to meet specific needs SIP engagement survey each trimester for students in grades 3-5. Teacher use of “request for assistance” form “Student needs” survey for teachers to complete first and second trimester. **“Ask your child” section in newsletter**	BIR data for individual comparisons SWIS school wide data collection Tier 2 team agenda items Tier 1 team agenda items Attendance data	School staff can name engagement and sense of belonging strategies used in the classroom to support students in the focal cohort School staff can name systems for restorative practices, conflict resolution, and progressive discipline to support students in the focal cohort. School staff have shared knowledge of continuum of MTSS-B interventions available and have maximized lower interventions for students in the focal cohort.	School staff implement engagement and belonging strategies in the classroom with attention to the needs of students in the focal cohort School staff implement systems for or restorative practices, conflict resolution, and progressive discipline with attention to the needs of students in the focal cohort. Every student has at least one adult responsible for developing a relationship with them with particular attention to students in the focal cohort	**59% feeling Engaged**, as measured by Panorama survey

Engagement


Engagement
56%
60th-79th percentile
2
Greatest increase
Asian
53%
Black
46%
Latinx
50%
Multi Racial
64%
White
58%

Learning from our Focal Cohort Students

What would make you more excited to go to class each day?

- More Math
- More Projects
- Being able to walk around more, not having assigned seats
- Better if there were more moving activities (Ex. 5-3, students get in groups to visually show it)
- If problems for reading connect to things that are current
- Make it more fun

What would make you more excited to participate in class each day?

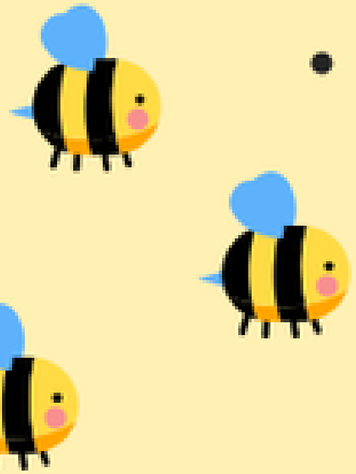
- If I got more examples
- More problems that we can relate to
- Working in more student and teacher groups
- If I did better
- If other students raised their hands more then I would
- If I was learning something exciting - something I want to learn about

- **Family Engagement**

- Intentionally beginning our work with our B3 students to foster stronger relationships with our Focal Cohort families.

- Families are requesting more community events to help foster relationships among D97 families.

- Families appreciate our "Ask your Child" sections in the teachers' newsletters



BEE a Math Magician!

WHERE: Beye School

WHEN: Thursday, November 9th
6:00 PM — 7:30 PM

ENJOY A FANTASTIC EVENING OF MATH FUN WITH YOUR FRIENDS AND FAMILY!

Beye Pancake Breakfast Returned

AUTHOR:
RON CLARK

1 GREAT TRAY
Grains
Bun
Protein
Dairy
Fruits
Vegetables

1-103
Grains
Bun
Fruits

Beye Celebrations and Milestones

- **Math NWEA Achievement:** 75% median score in the fall, 78% in the winter. 4th grade went from 68-82%.

- **Reading NWEA Achievement:** Median score rose from 75% to 81%. Kinder growth from 79% to 86%, 2nd grade 86% to 93%. 3rd grade from 70% to 79%. 4th from 78%-82% 5th from 59% to 70%.

- Continuation of Parent School Improvement Team
- ISBE Exemplary Designation this year
- Looking Ahead: Reading Night (“Read, Recite, Recycle” April 18)

Presentation: CLICK HERE!

Irving School Logic Model Update

February 2024

slidesmania.com