

Logic Models: Framing the Work to Improve Student Experiences

Committee of the Whole Meeting

Presented by:

Dr. Luis DeLeon & Patrick Robinson
Assistant Superintendents of Schools



Agenda

Topics Covered

Alignment to the Equity Policy

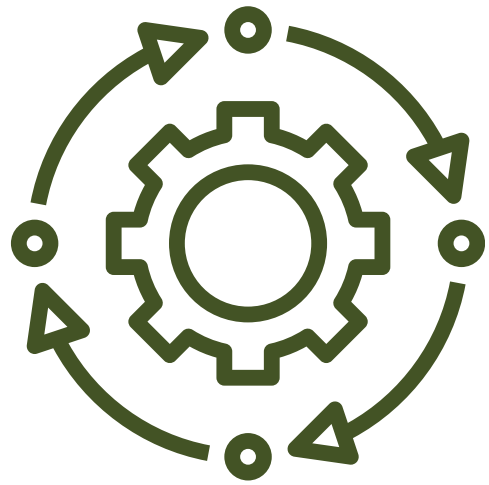
Logic Model Overview

Committee of the Whole Timeline

Schools Presentation - Lincoln & Mann



Our Frame



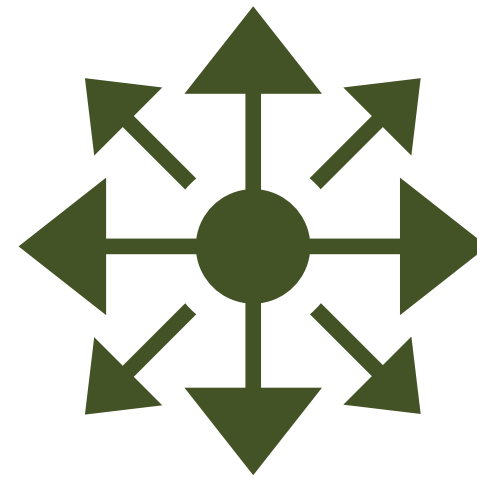
Logic Model Process

What process did the district/schools take to develop their logic models ?



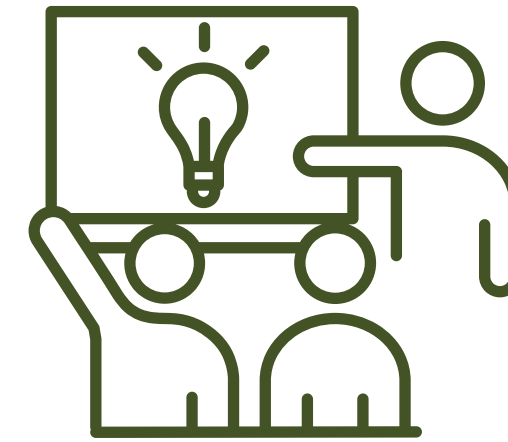
Focal Student Cohort

What are schools learning about student experiences?



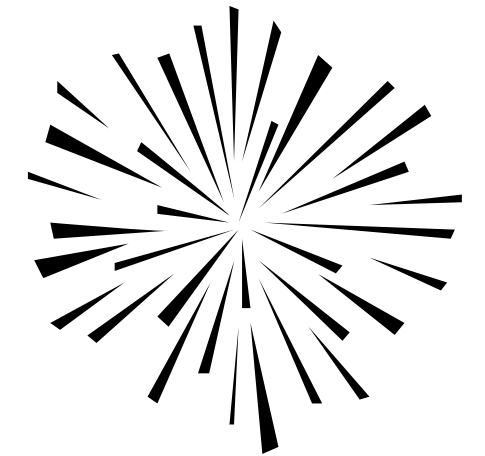
Student Disproportionality

How are logic models eliminating student disproportionality?



Adult Practices

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



Celebrations

What are some of the 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 Overview

Transforming the School
Improvement Process



We began by asking ourselves the “right” questions...



- ✓ Did we invest the right resources?
- ✓ Is the program/strategy/intervention reaching the right students?
- ✓ What are we doing to change adult practices in core instruction?
- ✓ Are we focusing on the experiences of our focal cohorts to design high-quality core instructional practices?
- ✓ What successes and barriers did we face during implementation?

We designed to engage teams closest to the students.

Based on these questions, we designed logic model templates that would engage our school-level teams in identifying **resources, adult practices, and professional learning** opportunities that lead to high-quality core instructional practices.

We centered the school improvement process around students experiences.

Schools were asked to identify a group of students that data showed may not be experiencing D97 the same as their peers.

We used a holistic approach.

School-wide logic model templates focused in the four areas:

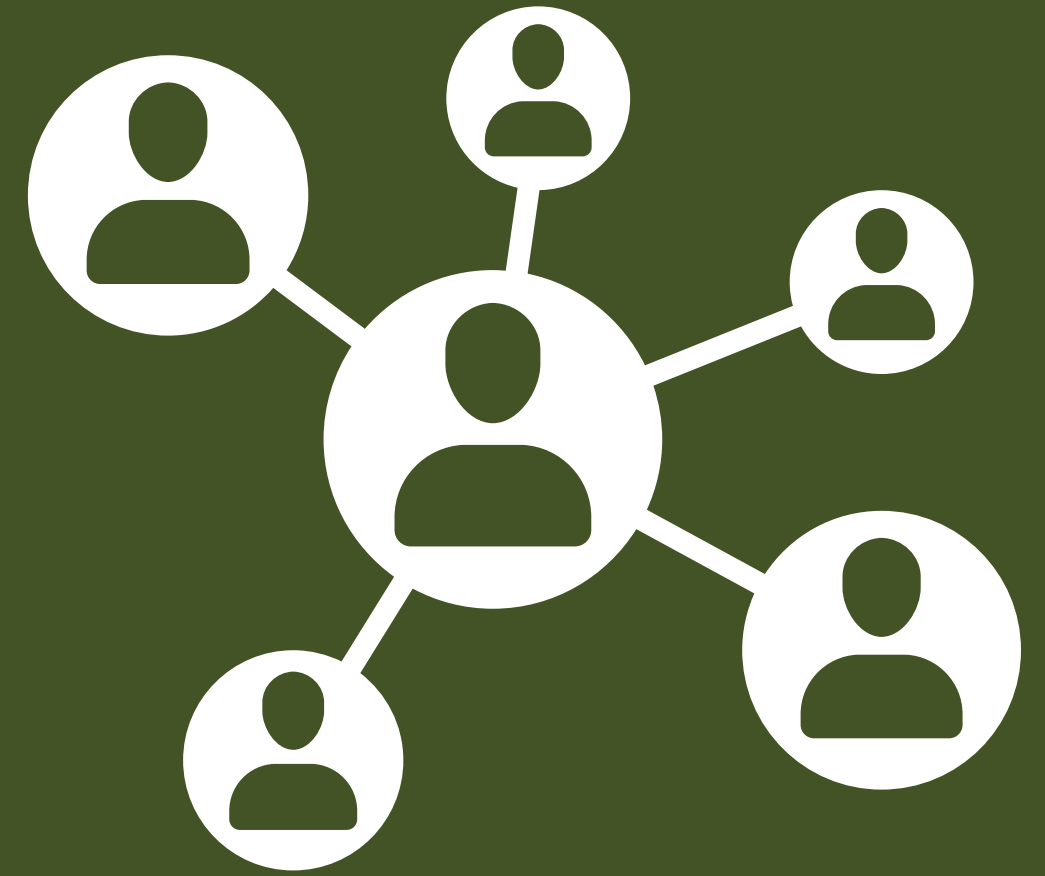
- English Language Arts
- Math
- Sense of Belonging
- Engagement



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

School	Area					
		This Opportunity Statement should be completed and tailored to your school/teams.	These yellow (process) columns will be completed by your team(s)	[This will be given to you]	[This will be given to you]	[This will be given to you]
		Engage professionals who know the standards and know their students in an authentic logic model school improvement process. *We value the voices of early literacy teachers in decision-making				

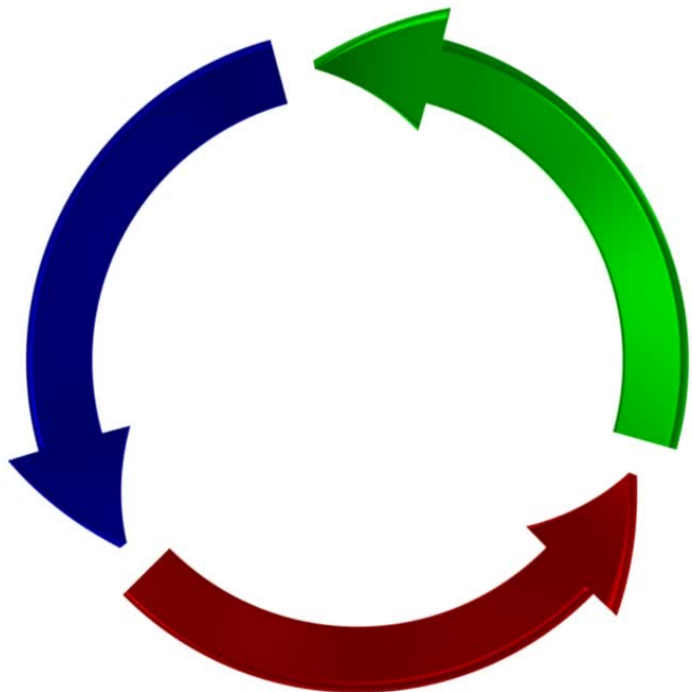
We worked with
building leaders to
create grade-level
and department
logic models.





Opportunity Statement: [What are you doing to **change adult practices in core instruction** to support the success of **students 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	Evidence	Recommended Short-Term Outcomes	Recommended Mid-Term Outcomes	Recommended Long-Term Outcome
[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?]
Math			Teachers are able to name and understand the priority Math Learning Standards.	Teachers will plan and deliver rigorous and equitable instructional tasks that are aligned to priority standards.	XX% proficient in Math , as measured by IAR
Language and Literature			Students in the focal cohort understand priority standards, how to successfully demonstrate mastery, and why they are important.	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, <i>and one out-of-school format*</i>	
Science			Families of students in the focal cohort understand the grade-level Math priority standards for which we expect mastery.	Families and teachers of students in the focal cohort collaborate to develop school-home partnerships in utilizing resources and priority learning standards.	
Individuals and Society					
Design					
World Language					
Music					
Art					
PE				<small>*This is future work. Upon development of the D9T Portrait of a Graduate, our community learning and entrepreneurialism focus will allow us to expand demonstration of mastery to out of school time</small>	

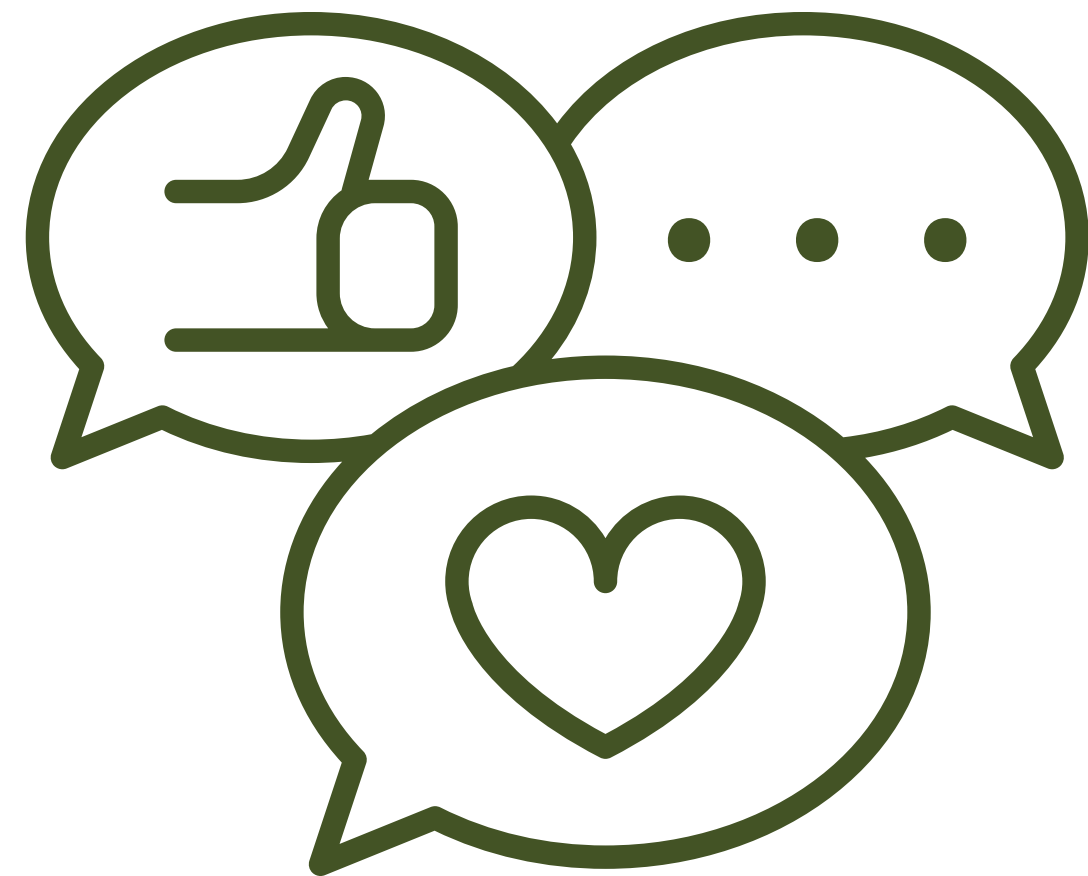


Our Belief

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.



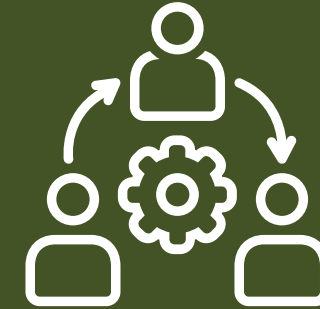
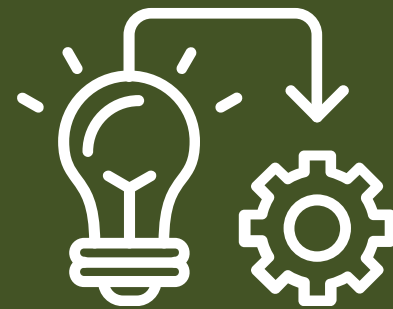
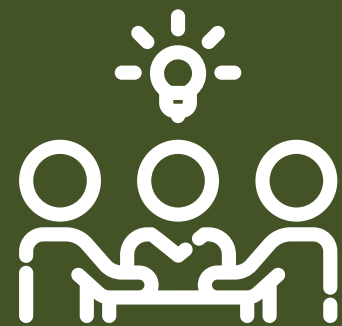


What questions,
thoughts, or
feedback do you
have about the logic
model template or
design process?

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 improvement/inventorying/naming parts of the logic model

Trimester 2

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

Trimester 3

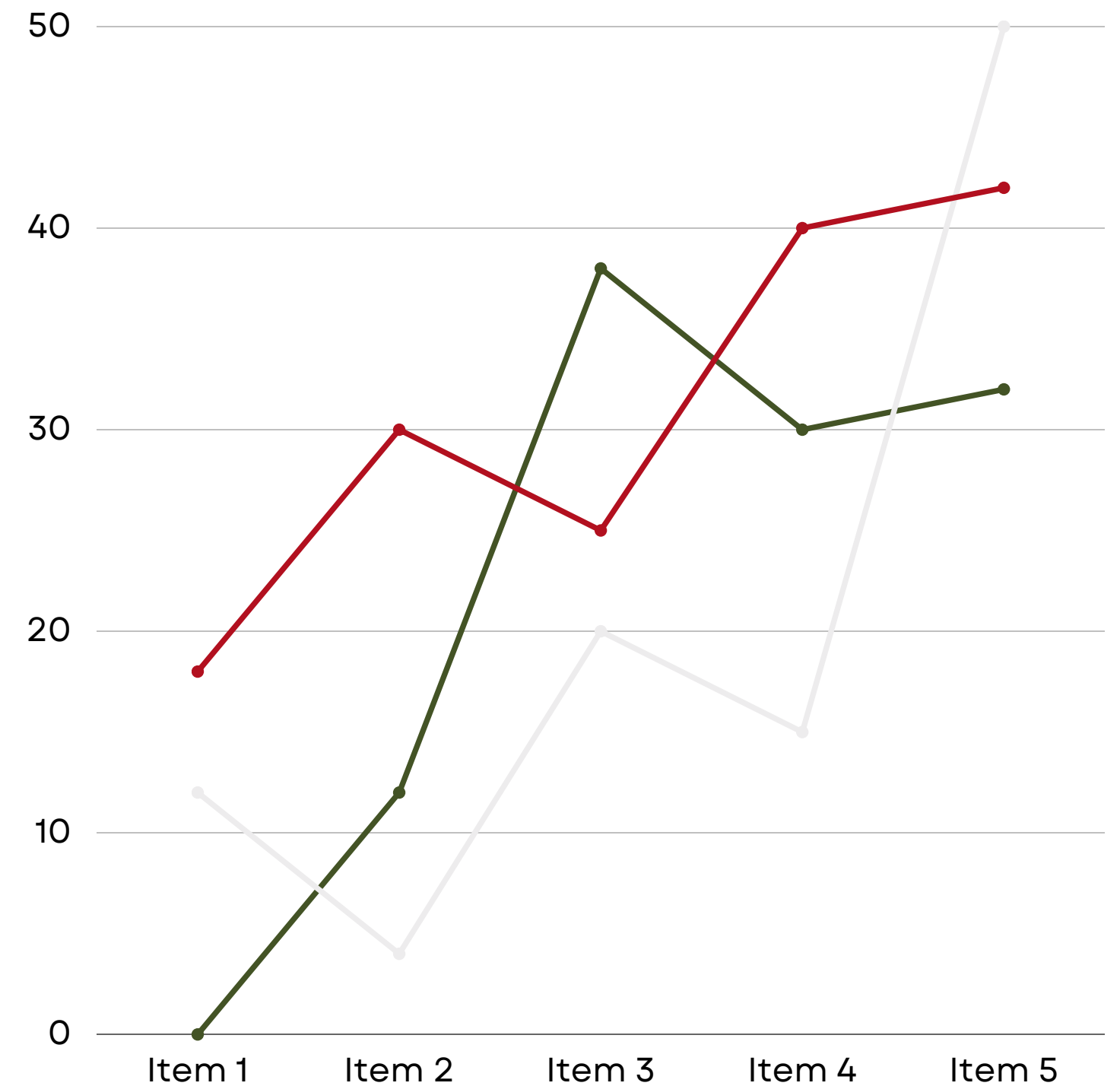
What we're learning about assessing /planning for continuous improvement

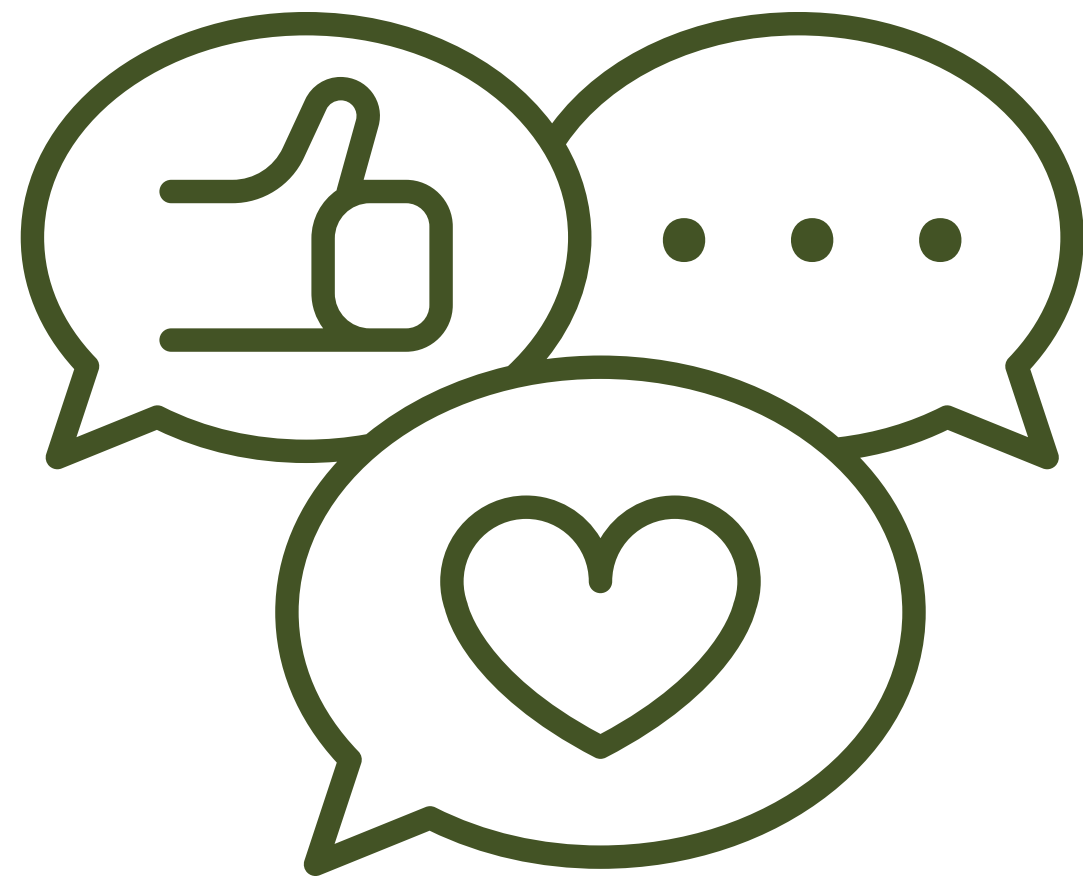
Summer

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

Logic Models are
dynamic, not
static.

Every school is
unique, so no two
logic models will
be the same.

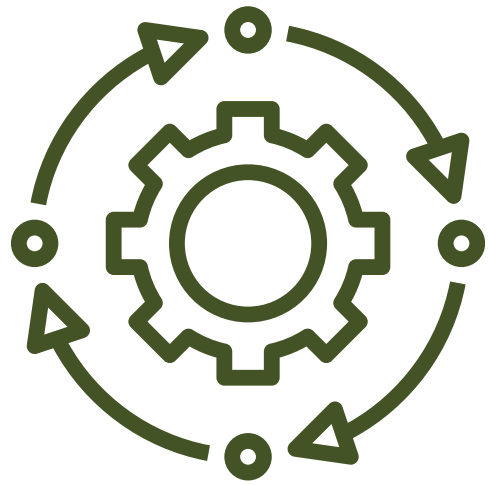




What questions, thoughts, or feedback come to mind regarding the school logic model process, template, or timeline?



Our Frame



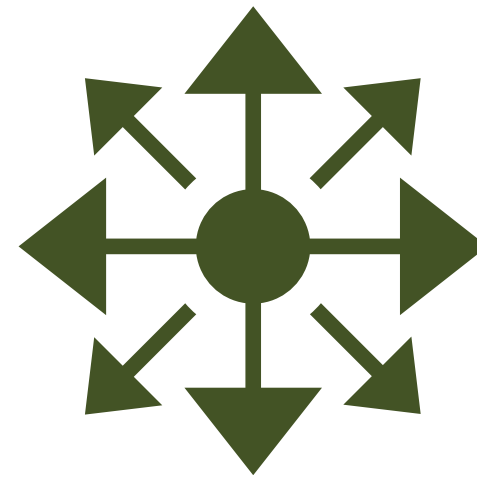
Logic Model Process

What process did the district/schools take to develop their logic models ?



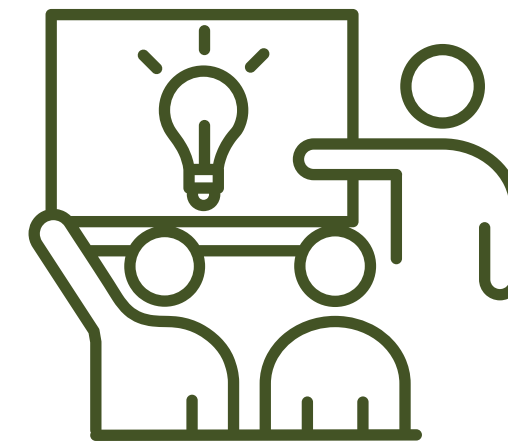
Focal Student Cohort

What are schools learning about student experiences?



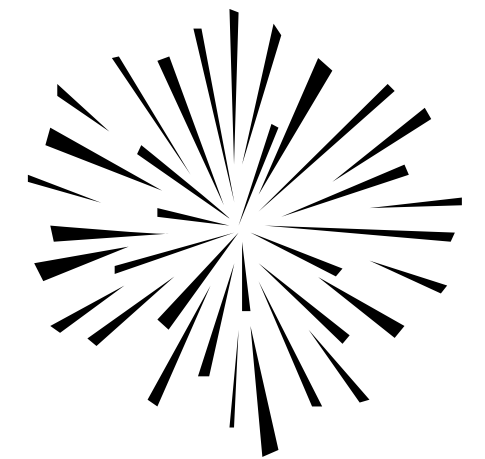
Student Disproportionality

How are logic models eliminating student disproportionality?



Adult Practices

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



Celebrations

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

Logic Models presented tonight...



Lincoln

Up at Lincoln!



Mann

Learn, Laugh, Lead

Lincoln's Logic Model

At a Glance



Up At Lincoln

Hot Topics

01

Lincoln's Goals

What are our school-wide goals?

02

What's Up at Lincoln

Where are we now?

03


How's it Going

(From an equity lens)

04

Adult Learning

What are we learning along the way?



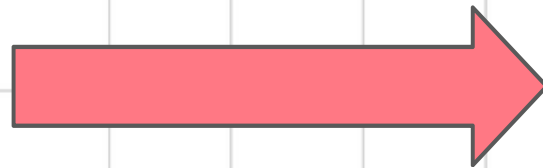
01

Lincoln's

Goals

Our Process for the Logic Model

Building Leadership Team



Professional Learning Communities

Data review


Grade-level specific

Big ideas

Classroom-based resources, needs and assessments

Review of resources, actions and outputs

Review of resources, actions and outputs

		<u>Opportunity Statement:</u> In order to move the needle on student achievement, we will adopt universal tier 1 practices for instruction. We will utilize Common Core State Standards to plan and implement targeted interventions based on student data with a specific focus on students within our focal cohort. We believe this focus will created targeted learning experiences for all students and will create an equitable learning environment.						
		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?)	
LINCOLN	Math	Common Core Standards	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, problem of the day, and WIN interventions.	Agenda, attendance, and professional developmental decks from professional development.	Teachers are able to name and understand the priority Math Learning Standards.	Teachers will plan and deliver rigorous and equitable instructional tasks that are aligned to priority standards.	53% proficient in Math, as measured by IAR	
		D97 named 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, <i>and one out-of-school format*</i>		
		Curricula resources & pacing guide				Families and teachers of students in the focal cohort collaborate to develop school- home partnerships in utilizing resources and priority learning standards.		
		MTSS Interventionist				*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		
		LAS						
		Instructional Coach	Each grade level will utilize WIN blocks for targeted interventions and conduct intervention cycle check-ins at mid and end of trimester.		Students in the focal cohort understand priority standards, how to successfully demonstrate mastery, and why they are important.			
		Weekly BLT meetings	Use PLCs to plan and implement UDL, review student data and create targeted learning opportunities.		Families of students in the focal cohort understand the grade-level Math priority standards for which we expect mastery.			
		Weekly grade level PLC						
		School wide staff meetings						
		Master Schedule						
		Lincoln HUB						



Opportunity Statement: In order to move the needle on student achievement, we will adopt universal tier 1 practices for instruction. We will utilize Common Core State Standards to plan and implement targeted interventions based on student data with a specific focus on students within our focal cohort. We believe this focus will created targeted learning experiences for all students and will create an equitable learning environment.

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?)
Common Core Standards D97 named priority standards Curricula resources & pacing guide Language arts Specialist and MTSS Interventionist Instructional Coach Weekly grade level PLC School wide staff meetings Master Schedule School Wide Writing about Reading Rubrics & Checklists Lincoln HUB	Each grade level will utilize WIN blocks for targeted interventions and conduct intervention cycle check-ins at mid and end of trimester. Professional development during grade level PLC, school wide staff meetings, and coaching cycles around strengthening foundational standards and writing about reading for all teachers. Grade levels build time into master schedule to teach Foundational Standards with support from building admin and instructional coach. Use PLCs to plan and implement UDL, review student data and create targeted learning opportunities.	Agenda, attendance, and intervention plans based on progress monitoring from PLC and cycle check-ins. Agenda, attendance, and professional developmental decks from professional development. Master schedule that reflects time dedicated to foundational standards and maintains the integrity of the ELA block for core instruction.	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, <i>and one out-of-school format*</i> Families and teachers of students in the focal cohort collaborate to develop school- home partnerships in utilizing resources and priority learning standards. <small>*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</small>	50% proficient in ELA, as measured by IAR

LINCOLN

ELA



Opportunity Statement: In order to meet the needs of students, we are creating more opportunities for student agency and collaboration. We will continue to build opportunities within the classroom and school community that support an engaging school-wide culture. We believe by making connections with students and families, we will continue to create an environment that is engaging and supportive.

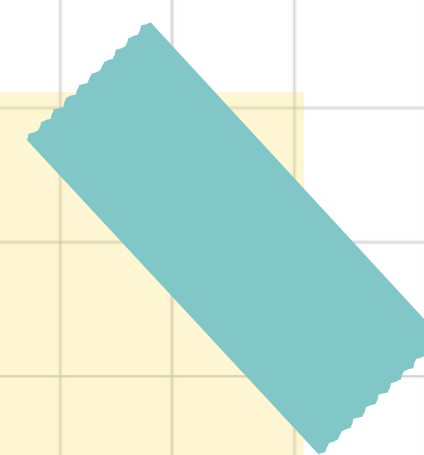

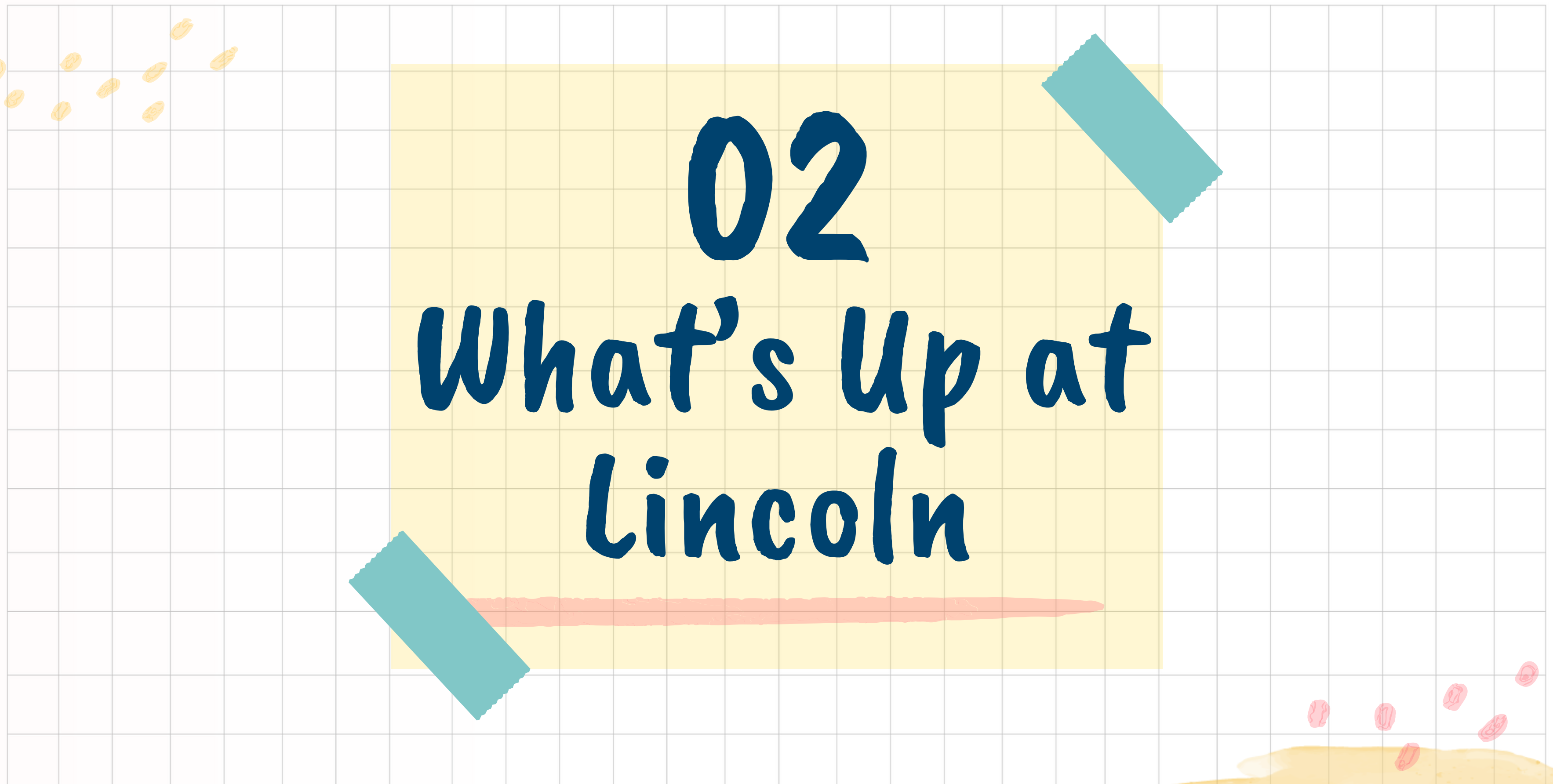


Resources	Actions	Outputs/Evidence	Recommended Short-Term Outcomes	Recommended Mid-Term Outcomes	Recommended Long-Term Outcomes
(What resources do we have in place to support focal cohort student success?)	(How will your team utilize these resources to achieve focal cohort student success?)	(What will 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?)

LINCOLN	Engagement	School Wide PD on engagement throughout the 2023-2024 school year at BLT, staff meetings, and PLC	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.	Engagement strategies are reflected in lesson plans	School staff can name engagement and sense of belonging strategies used in the classroom to support 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	
		Four Institute Days					
		School Wide Staff Meetings			School staff can name systems for restorative practices, conflict resolution, and progressive discipline to support 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.	55% feeling Engaged , as measured by Panorama survey
		Panorama Playbook			School staff have shared knowledge of continuum of MTSS-B interventions available and have maximized lower interventions for 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	
		Instructional Coach					
		Weekly grade level PLC		Agenda and data from “Student Connection” Needs Assessment			
		Calm Classroom	Twice a year conduct a “Student Connection” Needs Assessment and develop intervention for students				



Opportunity Statement: In order to meet the needs of students, we are creating more opportunities for student agency instead of focusing on the voices of adults. We will continue to build Tier 1 and 2 practices for PBIS that support an engaging school-wide culture. We believe this will create an environment that will level up all voices of Lincoln and create opportunities for marginalized members of our community.

		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?)
LINCOLN	Sense of Belonging	Daily morning meeting built into the master schedule.	Daily morning meeting	Morning meeting observed during learning walks. Street data around students' sense of belonging Student survey data (Grades 3-5) Classroom book selections and displays	School staff can name engagement and sense of belonging strategies used in the classroom to support 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	71% feeling sense of Belonging, as measured by Panorama survey
		Morning meeting resources	Morning Meeting Mash-ups		School staff can name systems for restorative practices, conflict resolution, and progressive discipline to support 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.	
		Panorama Playbook	Book buddies with a partner classroom (K/5th, 1st/4th)		School staff have shared knowledge of continuum of MTSS-B interventions available and have maximized lower interventions for 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	
		Second Step	Student-led clubs				
		Social Justice	Utilize Panorama Playbook for students and staff				
		Calm Classroom					
		Little Lions Read	Classrooms should showcase books that are relevant to the students in the classroom				
		Culturally relevant texts (ELA)					



02

What's Up at
Lincoln





Developing Lincoln's Logic Model

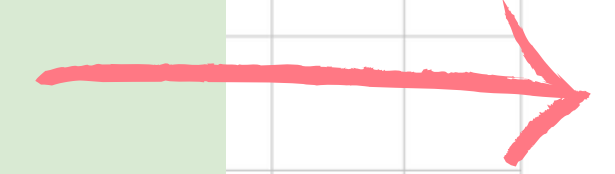


Our Student Focal Cohort for 2023-24

Black students

Our Why

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



Where Are We Now? (Fall '23)

According to the Dashboard

ELA

75% of 3rd-5th grade students are performing at or above grade level.

62% of 3rd-5th grade students are projected to meet on IAR.

ELA Focal Cohort

54% of 3rd-5th grade students in the focal cohort are performing at or above grade level.

29% of black students in 3rd-5th grade are projected to meet on IAR.



Math

71% of 3rd-5th grade students are performing at or above grade level.

45% of 3rd-5th grade students are projected to meet on IAR.

Math Focal Cohort

42% of 3rd-5th grade students in the focal cohort are performing at or above grade level.

16% of black students in 3rd-5th grade are projected to meet on IAR.



Where Are We Now? (Spring '23)

According to the Panorama Survey Data

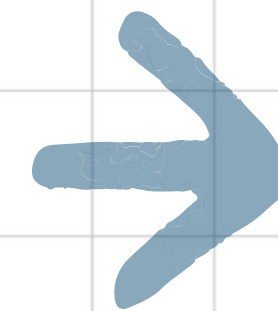
Sense of Belonging

Increase favorable responses on the Panorama Survey from 67% to 71%



01

02



Engagement

Increase favorable responses on the Panorama Survey from 51% to 55%

Focal Cohort Students

69% of black students reported feeling a sense of belonging.




03

04



Focal Cohort Students

59% of black students favorably responded to engagement questions on the Panorama Survey



03

Implementation Trimester 1

Through an equity lens





How's It Going with SIP/Logic Model Implementation?


Current Reality


- Streamlining practices to strengthen core instructional practices including a book study around small group instruction for intervention blocks
- Tailoring upcoming professional learning to align with priority areas, such as adult practices that center around the achievement of Black students
- Completing analysis of school-wide and grade-level data dives, particular focus on Black students.
- Creating opportunities for student agency, sense of belonging and engagement such as Lincoln Trekkers, Best Buddies, student-led clubs, and Student Council

A decorative header featuring a row of yellow circles and a large yellow brushstroke on the left side.

What We Are Learning as Adults

As we focus on our cohorts...

- We are learning there is no one size fits all for students
 - We cannot rely solely on our curriculum to meet the needs of all students
 - Learning the significance of collaboration and the need for intentionality around small group and differentiated instruction
- 
- A decorative footer featuring teal brushstrokes and a row of teal circles at the bottom.



04

Adult Learning and
Practices



How Are We Adapting/Changing

- Learning to utilize practices and strategies from UDL with intentionality
- Moving from a reliance on curriculum and shifting to standards-based instruction and using data to create and implement interventions
- Adapting Building Leadership Team meetings from operational to focusing on buckets of work that support student outcomes
- Adjusting PLC workflows to support student progress and opportunities for learning instead of logistical matters

Mann Elementary School Logic Model



Learn, Laugh, Lead

What was the process of developing our Logic Model/School Improvement Plan?

The Building Leadership Team created four separate Logic Models with comprehensive action items.

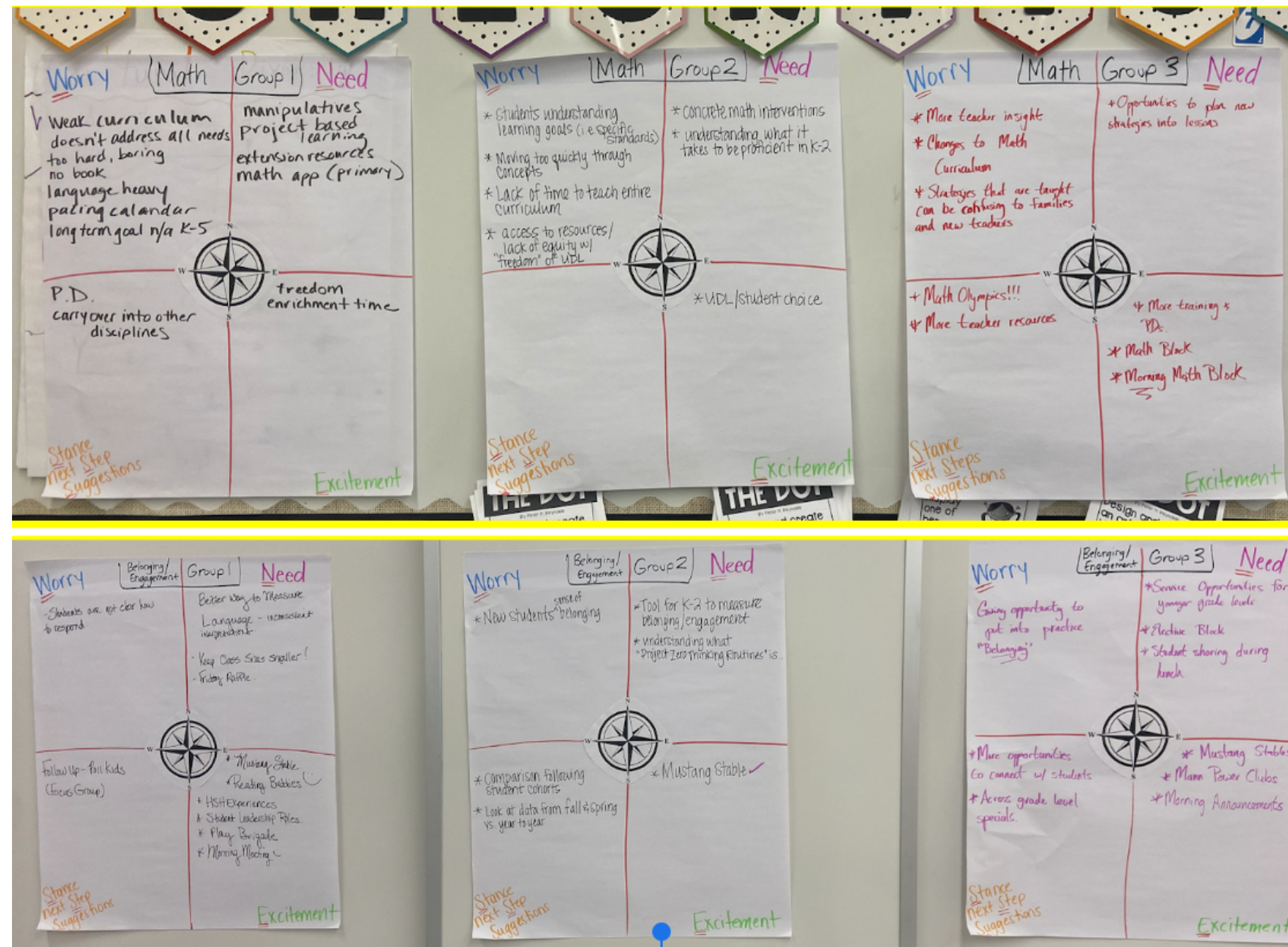
This is when our team realized that we needed to simplify our Logic Model and make it a one pager.

When starting the Logic Model process, we were encouraged to find ways to combine our goals across the different areas of focus and streamline our efforts.

We presented our draft at a staff meeting and gathered feedback from our team.

We shared it with our teams in small groups and everyone was appreciative of having a more concise plan. Our next step is to finalize grade-level Logic Models.

What was the process of developing our Logic Model/School Improvement Plan?



Our Current Logic Model

			Opportunity Statement: What are you doing to change adult Tier 1 practices to support the success of students 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?)
Mann	Engagement	Belonging	-Calm Classroom (K-5) -Morning meeting resources (K-5) -K-2 Social Justice slides (K-2) -3-5 Social Justice Slides (3-5) -Town Hall Meetings with Principal and Support Staff (K-5) -Panorama Playbook (PBIS)	Teachers participating in learning walks .	-Engagement strategies are reflected in lesson plans. -Feedback and shared dialogue between teacher and principal in learning walk tool. -Student leadership groups with regular meetings -Student work and projects created from monthly themes.	Teachers are able to name and understand the priority Math and ELA Learning Standards.	Teachers will plan and deliver rigorous instructional tasks that are aligned to priority standards.	71% feeling Sense of Belonging , as measured by Panorama survey (69% for SY 2022-23) 61% feeling Engaged , as measured by Panorama survey. (58% for SY 2022-23)
				Provide interest based leadership opportunities for students. Cultural representation through classroom lessons, mirror/window read alouds, school assemblies, lunchtime groups, and monthly themed bulletin boards.		Students in the focal cohort understand priority standards, how to successfully demonstrate mastery, and why they are important.	Students in the focal cohort successfully demonstrate mastery on priority standards as evidenced by formative and summative classroom assessments.	
		ELA/Math	-D97 named priority standards -Curricula resources & pacing guide (K-5) -Eight Standards for Mathematical Practices (K-5) -Kagan Strategies (K-5) -Project Zero Thinking Routines (3-5) -Writing Strategies (K-5) -UFLI Toolbox (K-2) -UDL Resources (K-5) -RACE Folder (K-5) -Reading Strategies 2.0 (K-5) -Guided Reading Room (K-5) -Half day planning (K-5)	Grade Level PLC's will plan to implement rigorous and equitable instructional tasks that are aligned to priority standards	-Agenda, attendance, and meeting plans from professional development (PLC's, half day planning, staff meetings) -Students and Staff modeling Eight Standards for Mathematical practices and Visible Thinking routines. -Staff highlighting the "why" and importance of the skills being taught. -Lesson plans emphasizing areas of focus.	School staff increased knowledge of continuum of MTSS-B interventions available. Knowledge of varying engagement protocols and techniques. Increased student and staff self-awareness and self-management.	Student writing about reading samples incorporating ELA strategies. Teachers incorporating visible thinking strategies to further student understanding. School staff use common language to prompt, reinforce, and correct expectations.	70% proficient in Math , as measured by IAR (67% for SY 2022-23) 71% proficient in ELA , as measured by IAR (67% for SY 2022-23)

Developing Mann's Logic Model

Our Student Focal Cohort for 2023-24

Black and EL students

Our Why



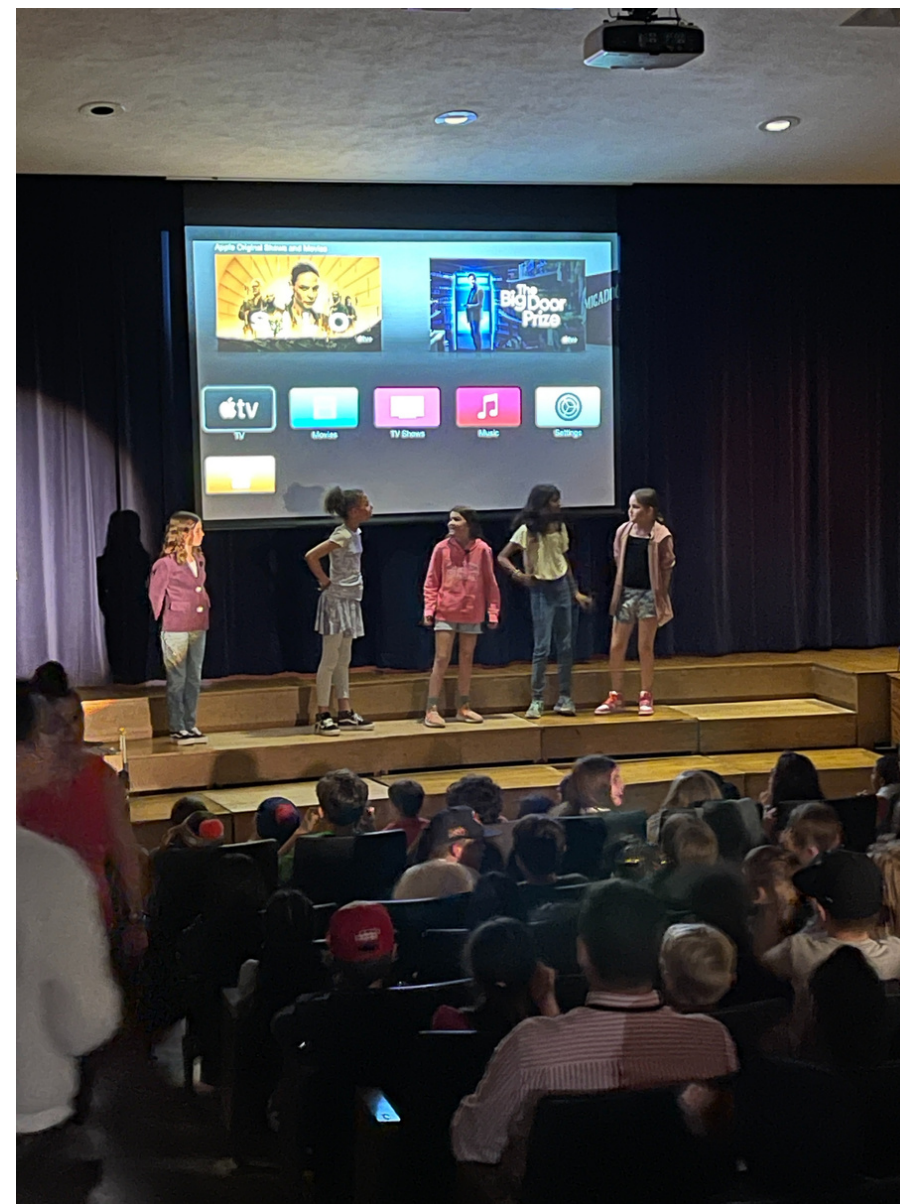
What are we learning about the educational experiences of our focal student cohort?

How are those learnings changing adult practices?

- The educational experience of the students across our focal cohort ranges a great deal. We focused on how our students performed across all the Tiers of our MTSS diamond.
- We have many students within our focal cohort who require additional enrichment and rigor, along with a few who are right on the bubble of being on grade level.
- We needed to support our staff with planning around priority standards in ELA and Math.
- We reviewed ways to maximize support for students currently behind grade-level expectations within the focal cohort.

What schools are learning about the educational experiences of their focal student cohort?

How are those learnings changing adult practices?



One of the things we're continuing to incorporate to increase the sense of belonging of students within the focal cohort is our BIPOC groups.

Our PBIS team is also increasing leadership opportunities for students across all grades.

Hosting a student-led Cultural Diversity Assembly for the entire school.



How Our School Logic Model Is Addressing Equity (Policy 7:12)

A. Equitable Access

Emphasizing the priority standards in ELA and Math. These are the foundation and our benchmark for where students need to be as they complete each grade level. It also provides us with a targeted road map of how to continue pushing students through differentiation.

C. Eliminating Disproportionality

Facilitating Town Hall Meetings with each grade level, support staff, and Principal Ali. This is an opportunity for us to provide students a voice to share feedback with us, distribute important information, and address large issues.

CCSS
WHERE TO FOCUS
GRADE 1
MATHEMATICS

MATH

1

F

MATHEMATICS

GRADE 1

FOCUS

This document shows where students and teachers should spend the large majority of their time in order to meet the expectations of the Standards.

Not all content in a given grade is emphasized equally in the Standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the Standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade.

Students should spend the large majority¹ of their time on the major work of the grade (■). Supporting work (□) and, where appropriate, additional work (●) can engage students in the major work of the grade.^{2, 3}

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 1

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ● Additional Clusters

1.OA.A	■ Represent and solve problems involving addition and subtraction.
1.OA.B	■ Understand and apply properties of operations and the relationship between addition and subtraction.
1.OA.C	■ Add and subtract within 20.
1.OA.D	■ Work with addition and subtraction equations.
1.NBT.A	■ Extending the counting sequence.
1.NBT.B	■ Understand place value.
1.NBT.C	■ Use place value understanding and properties of operations to add and subtract.
1.MD.A	■ Measure lengths indirectly and by iterating length units.
1.MD.B	● Tell and write time.
1.MD.C	□ Represent and interpret data.
1.G.A	● Reason with shapes and their attributes.

HIGHLIGHTS OF MAJOR WORK
IN GRADES K–8

K–2	Addition and subtraction – concepts, skills, and problem solving; place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear equations and linear functions

REQUIRED FLUENCIES FOR GRADE 1

1.OA.C.6	Add/subtract within 10
----------	------------------------

Priority Standards for 1st Grade Math Skills



How Our School Logic Model Is Addressing Equity (Policy 7:12)

H. Recognizing and Valuing Diversity

The logic model prioritized recognizing and valuing diversity in our sense of belonging section. We work closely with our DIVCO to coordinate school assemblies, display monthly themed bulletin boards, organize school-based focus groups, and teach lessons shared by our amazing teacher-librarian.

F. Professional Development

The logic model will guide our professional development for the school year. We will be able to pull from our staff's knowledge as they co-plan and lead sessions. There will also be opportunities for staff to get targeted professional learning through lunch and learns and during their grade-level PLC meetings.



Hispanic Heritage Bulletin Board in Front Lobby.

2023-24 Celebrations (So Far!)



Students harvesting potatoes from the Mann Garden during Science class.

The most recent BLT meeting was our best one yet! Our team was so excited and engaged in the work that we literally lost track of time.

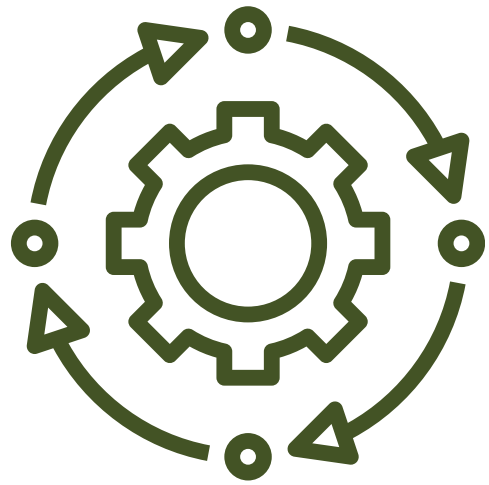
We are getting organized in such a way that it will allow our staff to lead areas that they are passionate about.

They will be able to share their expertise with one another and have begun offering to visit each other's learning spaces.

Students have had the opportunity to connect with their learning through real-life examples (gardening, home remodeling, etc.)



Our Frame



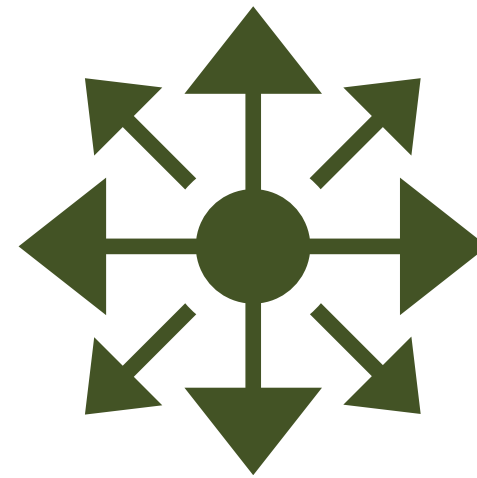
Logic Model Process

What process did the district/schools take to develop their logic models ?



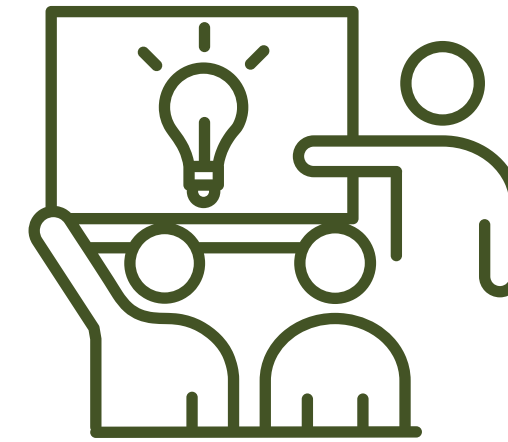
Focal Student Cohort

What are schools learning about student experiences?



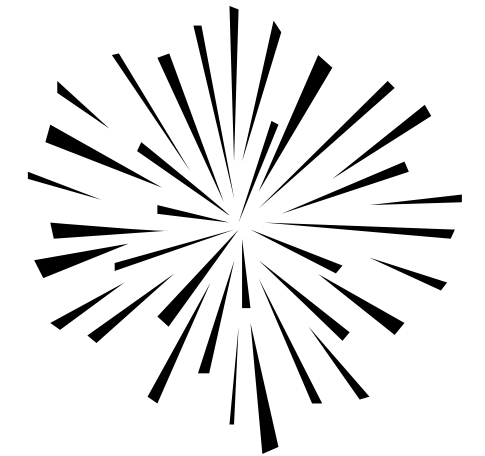
Student Disproportionality

How are logic models eliminating student disproportionality?



Adult Practices

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



Celebrations

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