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

Committee of the Whole Meeting

Presented by:
Dr. Luis DeLeon & Patrick Robinson
Assistant Superintendents of Schools
Ms. April Capuder & Mr. William Lee
Middle School Principals

Agenda

Topics Covered

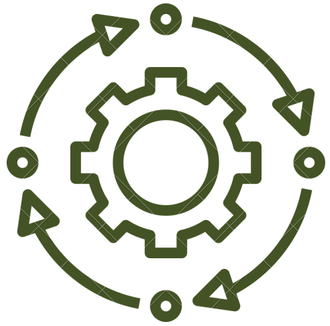
Alignment to the Equity Policy

Committee of the Whole Timeline

Leadership Moves

Schools Presentation - Julian & Brooks MS

Our Frame

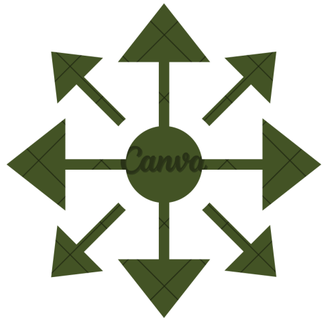


Logic Model Process

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

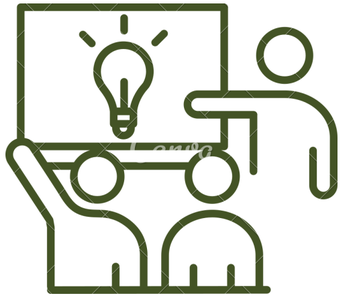
Focal Student Cohort

What are schools learning about student experiences?



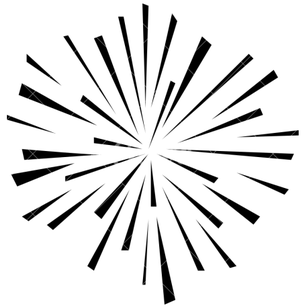
Student Disproportionality

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

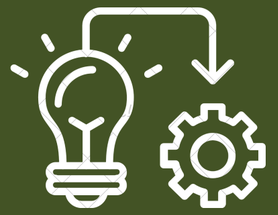
“Our staff will also undergo training on the importance and value of a curriculum that is culturally relevant and not based on euro-centric traditions that have historically permeated all of our curricula. Teachers will continue to undergo training on effective in-class learning differentiation.”

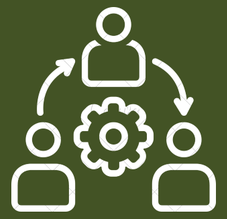
H: Recognizing and Valuing Diversity

“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 abou izing fo impr t/ invent g/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

Middle School Shared Leadership

At the heart of District 97's middle school transformation effort is creating consistency in key areas at both middle schools, while also supporting each middle school to have its own unique culture and traditions.

ELEVATING STUDENT VOICE

Teach to Lead Summit, October 2023

DEVELOPMENTAL RELATIONSHIPS

Search Institute, November 2023

Our Belief

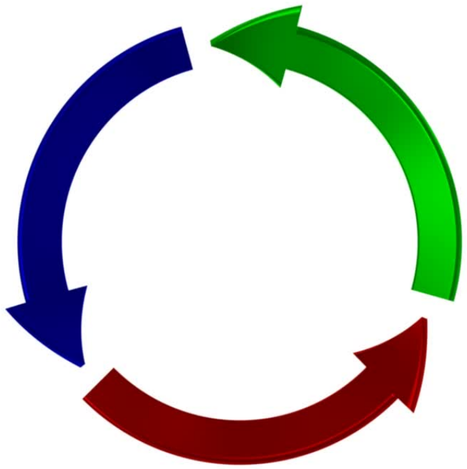
If we change adult practices to support the success of students in our focal cohort…

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

Middle School Logic Model Review

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 those 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. 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 D91 Portrait of a Graduate, our community learning and entrepreneurialism focus will allow us to expand demonstration of mastery to out of school time	**XX% proficient in Math**, as measured by IAR
Language and Literature						
Science						
Individuals and Society						
Design						
World Language						
Music						
Art						
PE						



Logic Models presented tonight...

Julian

Brooks

Percy Julian Middle School

JAYHAWK STRONG!

Logic Model

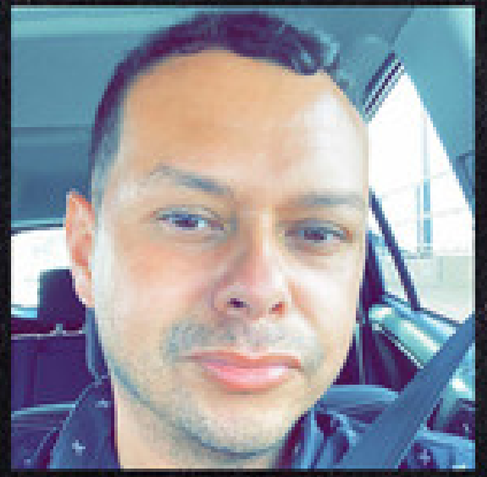
SY 23-24

Meet the Team

William Lee
Interim Principal

Tequila Butler
Associate Principal

Dr. Mekita Whitfield
Associate Principal



Sergio Torres
Student Success
Coach 6th grade

Katie Trathen
Student Success
Coach 7th grade

Kasey Fleming
Student Success
Coach 8th grade

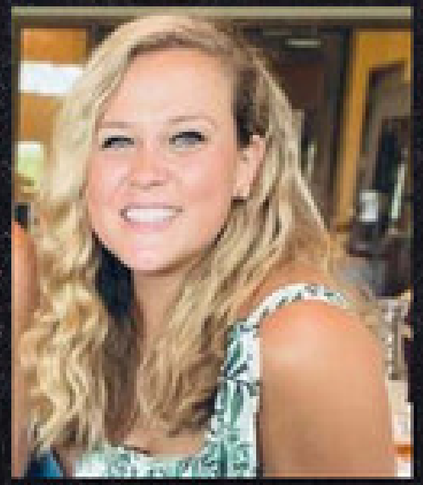
Christina Bultas
Spanish Teacher

Clare Brooks
6th Grade Individuals and Societies Teacher

Adrienne Court
Design Teacher

Bessie Santos
8th Grade Language and Literature Teacher

Lurene Waddell
Teacher Assistant Lead



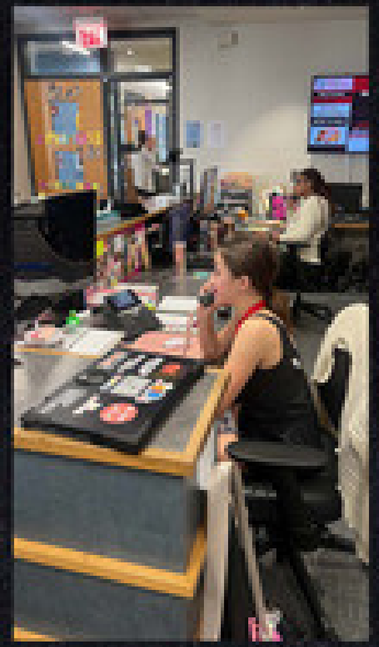
Catherine Brinkman
Health Teacher

Rahwa Casselle
Math Interventionist

Liz Kiefer
6th Grade Math Teacher

Courtney Southward
8th Grade Math Teacher

Brief Recap of the Julian Logic Model



Reading Goals

Overall GOAL:
50% proficient on IAR

Grade Level Goals:
6th grade = 51%
7th Grade = 52%
8th Grade = 43%

IAR Prediction based on Fall MAP:
44% proficient

Predicted Proficiency by Grade Level:
6th grade = 35%
7th Grade = 50%
8th Grade = 47%

Intervention Strategies in response to the data:

- Provide professional development centered on enhancing student-centered instruction & Illinois Learning Standards for ELA
- Revising curricular unit plans to ensure standards alignment, text choice, and increase student-centered instruction opportunities
- Opportunities for additional Support
  - Tier 1: Literacy Lab: Tuesdays/Thursdays
  - Tier 2: SOAR Reading Intervention
  - Tier 3: MTSS Strategic Reading and Wilson
  - Tier 2&3: Flexible advisory support

Reading in Action

In 6th grade I&S students were learning about what historians are. To help students understand members of the class performed a play- "What is a Historian?"

Eighth grade Language and Literature students participate in Poetry Debates. Students work in small teams, creating and delivering effective arguments, which showcase their knowledge of the poetry they have been reading and analyzing.

Math Goals

Overall GOAL:
40% proficient on IAR

Grade Level Goals:
6th grade = 48%
7th Grade = 41%
8th Grade = 39%

IAR Prediction based on Fall MAP:
38% proficient

Predicted Proficiency by Grade Level:
6th grade = 30%
7th Grade = 40%
8th Grade = 44%

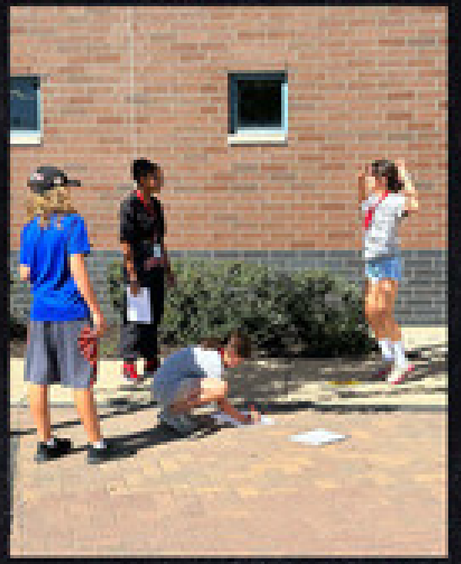
Intervention Strategies in response to the data:

- Provide Professional Development around enhancing student critical thinking skills
- Curricular Framework that utilizes manipulatives in the teaching of mathematics & reflection on current teaching practices and resources to ensure the needs of all learners are met.
- Opportunities for additional Support
  - Tier 1: Math Lab: Tuesdays/Thursdays
  - Tier 2: SOAR Math Intervention
  - Tier 3: MTSS Strategic Math
  - Tier 2&3: Flexible advisory support

Math in Action

Students making and adjusting recipes to apply their understanding of fractions and scale.

6th grade students completing the jumping jack experiment from CMP3 curriculum. This is a example of hands on and inquiry based learning.



Engagement & Belonging

Goal:
24% feeling engaged → Fall Panorama:
26% feeling engaged

Goal:
38% feeling a sense of belonging → Fall Panorama:
40% feeling a sense of belonging

Intervention Strategies that have resulted in gains:

- Provide Professional Development <u>enhance student-engagement and staff instructional practices</u>
- Universal Design for Learning

Intervention Strategies that have resulted in gains:

- Student Led announcements/assemblies
- School Spirit Weeks
- Team Championship Celebrations

Engagement & Belonging in Action

Students take time to visit with comfort dogs as a part of Ms. Brinkman's "ways to improve mental health and relieve anxiety at school" initiative.

Students engage in a community building activity to get to know each other better during Advisory.

7th grade students design nightlights for elementary kindergarten students in their electronics class.

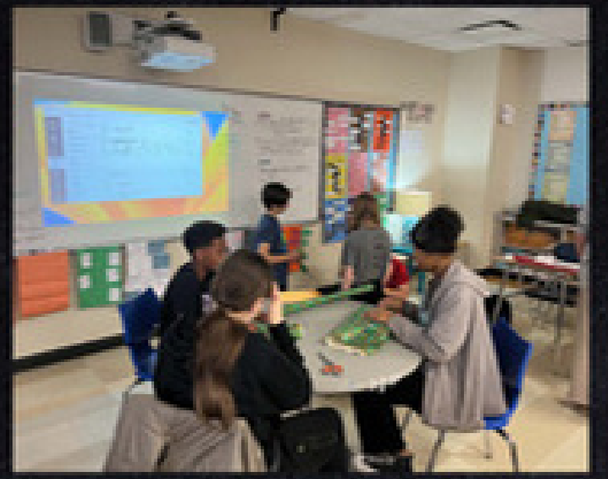
Students come together in advisory to support their community through Pay it Forward.

Focal Cohort

Julian's Focal Cohort is composed of Black and Multi-Language students who are receiving free or reduced lunch and/or have an Individual Education Plan.

The purpose of our cohort is to address and enhance the middle school experience for those students giving universal access to all.

Where we are Now?



Implementation

Summer/Fall:

- **SIP Team Logic Model Planning**
  The SIP team completed the logic model framework (long term and short term goals for the 4 areas of improvement).

- **School-Wide Commitment to Growth for All Students**
  To demonstrate the school wide commitment to growth for all students, all departments recorded into the logic model sections on how their classrooms can utilize available resources to create actionable change within all subject areas.

- **Professional Learning Reflection**
  Reflecting on systems and practices in our professional learning meetings/spaces

Implementation T1/T2

- Professional Learning for Staff
- Streamlining the MTSS and Special Education Referral Process
- Grade Level Meetings and Departmental Common Plan Time
- BiWeekly meetings with teaching and learning to guide Curriculum Revisions
- Student Success Coaches: relationship building
- School Spirit Weeks
- Student Led Assemblies
- Student Leadership Opportunities
- PBIS Jayhawk School store

What Have we Learned?

Celebrations

- Fall Panorama Survey Results
- Student Led Assemblies
- Increase of student voice in professional communities (e.g., Climate and Culture Team/Student Leadership Team)
- Tier 2 and 3 students show the largest percentage of growth on MAP in both math and reading

Areas of Opportunity

- Professional Development with intentional focus on Tier 1 instruction that promotes engagement and student sense of belonging
- Using benchmark assessment data to inform student learning goals and differentiating instruction.
- Implementation of School Wide systems surrounding attendance and supervision
- Revamping of Advisory Curriculum

Next Steps

- Continued Professional Development for Staff that is aligned to the Logic Model/SIP Goals
- Logic Model check-in with MTSS Team Leaders
- Staff data dive & SIP status check-in
- Learning Walks

Questions to Frame the Future

- How do we ensure that our focal cohort students are receiving targeted intervention during the school day?
- How do we create more coaching opportunities and support of staff with our current resources, stakeholders, and staffing?
- How do we develop systems that leverage accountability for students and families as a tool for equity?
- How can we rework the Logic Model SIP framework to create a multi-year plan to establish PD and budgets?

Thank you!

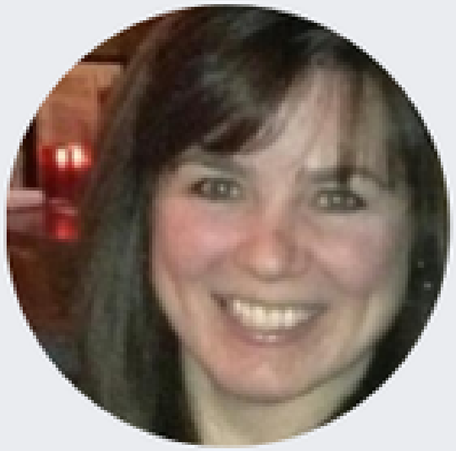
Any questions?

Brooks Logic Model SY 23-24

Our Path...

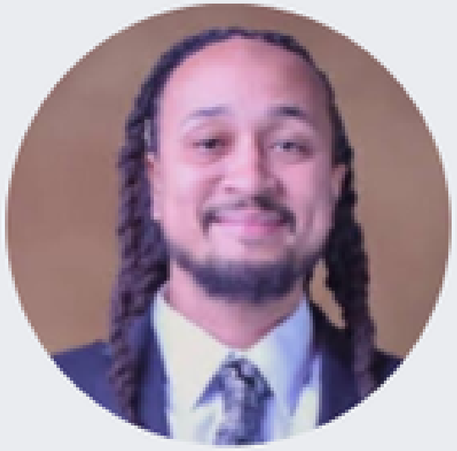
Right People on the Path - Our Team
1
Creating Goals & Actions
2
Teacher Planning & Implementation of Actions
3
Professional Development
4
Mid-Year Check-In Reflection
5
Iterate
6

Our Administrative team...



April Capuder
Principal

Dr. Denise Gildon
Associate Principal
Teaching , Learning & Arts

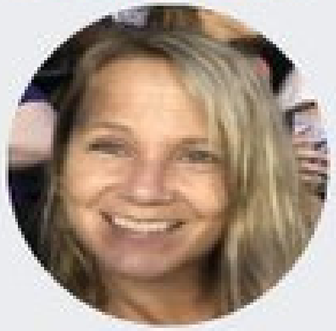


Roshaun Bowens
Associate Principal
Culture, Climate & Sports

Our Logic Model Team...

Stephanie Suerth
6-8 FRENCH TEACHER

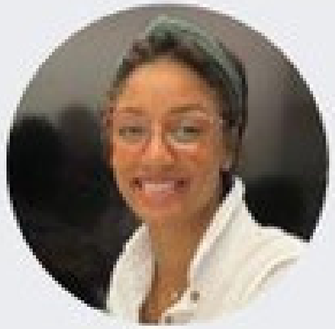
Shanita Fillyaw
7th Grade Math Teacher



Pam Gaffney
6th grade L & L teacher

Tyra Banks
Teacher Assistant

Bernard Starks
8th Grade Student Success Coach

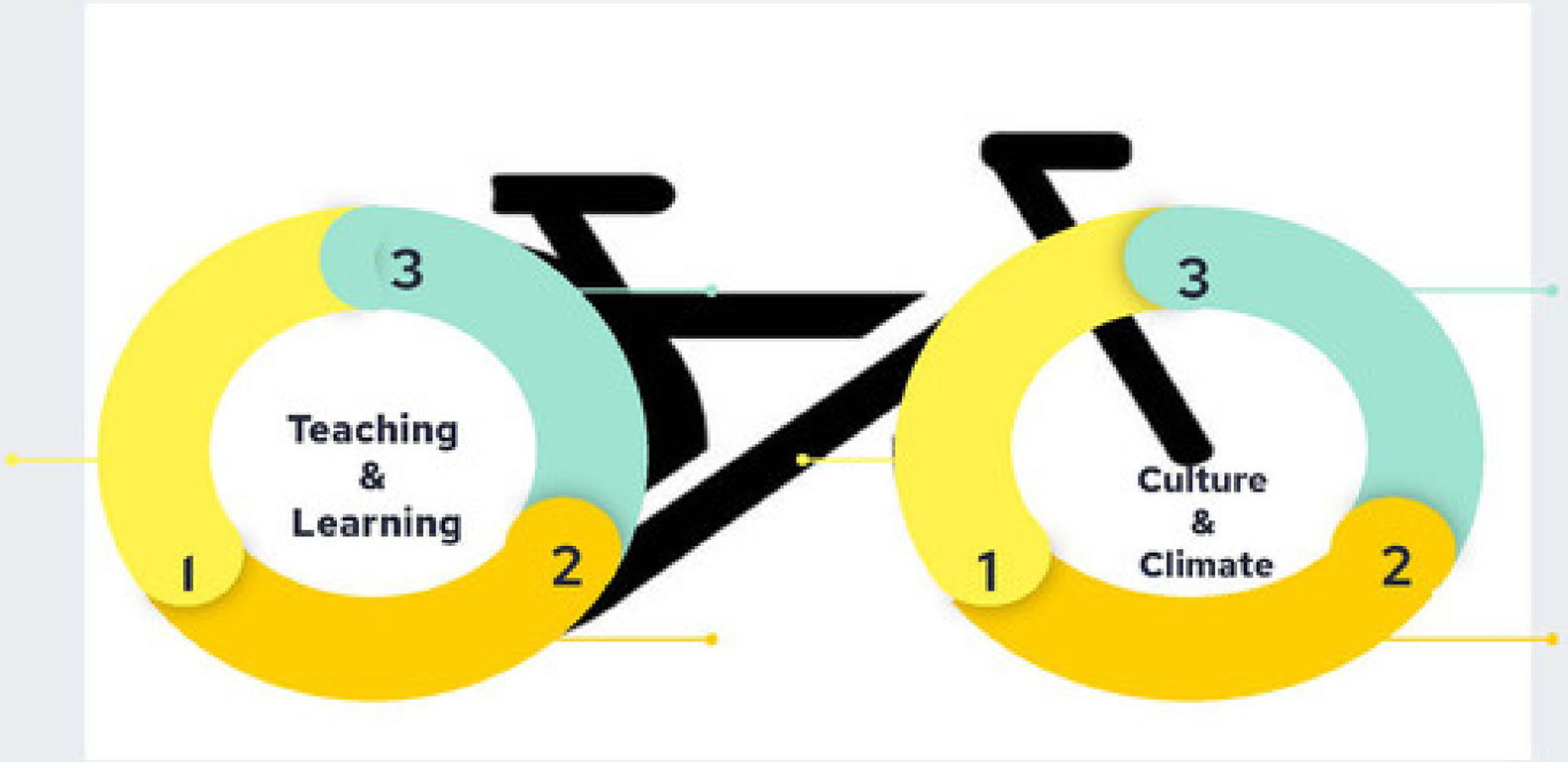


Nichelle Stiggers
7th Grade Student Success Coach

Josh Rodgers
6th Grade Student Success Coach

Laura Stamp
8th Grade Science
In absentia from Vietnam

Our process is logical...



1 Our Goals & Tracking Progress

Reading & Writing

Overall GOAL: 46% proficient on IAR

Grade Level Goals:
6th grade = 58%
7th Grade = 48%
8th Grade = 39%

IAR Prediction based on Fall MAP:
52% proficient

Predicted Proficiency by Grade Level:
6th grade = 55%
7th Grade = 47%
8th Grade = 52%

Strategies

- Implement regular cycles of feedback/Reflection on formative check-ins connected to criteria for success to support students next steps in learning
- CER writing calibrating in L&L department connected to IAR writing rubrics to support effective feedback to students

MATH

Overall GOAL: 41% proficient on IAR

Grade Level Goals:
6th grade = 48%
7th Grade = 37%
8th Grade = 36%

IAR Prediction based on Fall MAP:
37% proficient

Predicted Proficiency by Grade Level:
6th grade = 38%
7th Grade = 36%
8th Grade = 36%

Strategies:

- Math Discussion Strategies ie Sentence Starters
- Implement regular cycles of feedback/Reflection on formative check-ins connected to shifting Ss mindsets from "Can't to Not yet"
- Consistent expectation with MobyMax to reinforce skill building and self-efficacy

Belonging

GOAL: 38% responding favorably

Fall Panorama: 38% responding favorably

Strategy:

- Create space for student voice on the School Culture & Climate leadership team, then the focus of our strategies and action steps in our leadership team will shift to better alignment with student needs.

Engagement

GOAL: 24% responding favorably

Fall Panorama: 24% responding favorably

Strategies:

- Implement strategies for students to discuss in partners or groups and establish group norms
- Design lessons with student choice & voice at the center

Brooks Student Focal Cohort

Our group consist of...

Black students who qualify for free or reduced lunch and/or have an Individual Education Plan.

What led us to choose this focus?

The disparities in experiences and educational outcomes among our focal cohort students are evident in our Academic and Panorama Survey Data.

2 Status Update:

-With an equity lens...

Where we are in implementation?

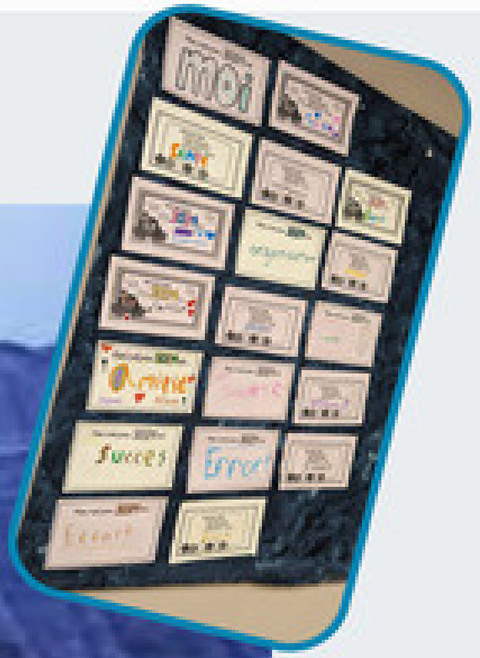
- "Collaborative Planning and Implementation of School Improvement Plan (SIP)"
- "Reflecting on Outputs through Ongoing Monitoring"
- "Supportive Role of Student Success Coach for the Focal Cohort"

“

We change student *“behavior”*
by changing adult practices.

”

To be a better cyclist than you've
ever been,
you have to do something you've
never done.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Professional Learning Sessions

Teachers shared UDL strategies with their peers:

- Kagan quiz-quiz trade & Showdown are community building activities that can also be used to review or reinforce content.
- 8 page booklet/foldable strategy is for students to practice writing and recasting vocabulary in context.
- Reading/writing strategy where students make meaningful annotations to nonfiction readings

Professional Learning Sessions

Teachers shared UDL strategies with their peers:

- Reading/writing strategy where students learn how to create useful notes that reinforce the concepts of the reading.
- Engagement/belonging strategy reviews the social thinking curriculum to support students with Autism.
- Learn about different UDL tools (Snap and Read, Learning Ally, Voice Typing, and Mote) that are available to all learners as provided by District 97.

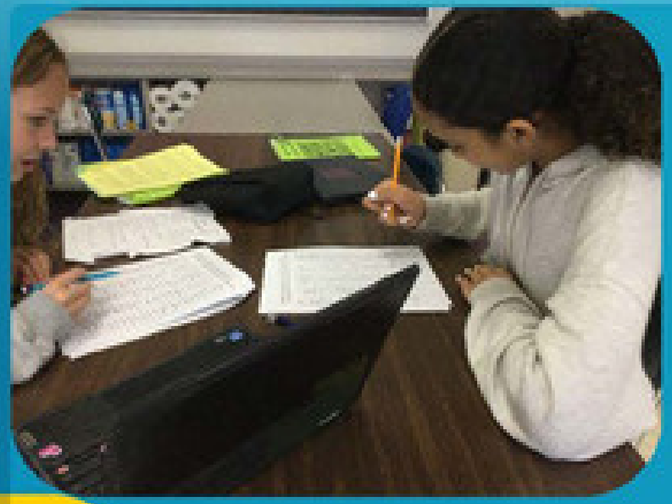
Professional Learning Sessions

Teachers shared UDL strategies with their peers:

- APB (Activity, Project, Problem-based learning) strategy scaffolds knowledge & provides opportunities for all students to transfer knowledge as they apply their new learning to a relevant problem.
- Interactive Reading (*Reading Reconsidered*) is a strategy to equip teachers with an instructional technique to help students develop fluency, enhance their understanding of rigorous texts, and to ultimately increase the quality of discussions and written responses.

3

What are we learning on our journey of inquiry?



Learner Designers:
Emma & Mercy creating French stories after analyzing vocabulary in context and evaluating grammatical structures.

Students are shifting gears too!

Student Voice & Choice: Students are provided opportunities to choose how they demonstrate their mastery of content such as learning menus, multiple outcome assessments, and self-directed timelines.

Collective Power:
Rainbow Revolution students leading presentations to their peers during SOAR around upcoming student-led events.

Brooks Student Council has also provided more opportunities for **student-centered solutions** and changes at school

Staff Reflection–Analyzing Our Collective Progress

Collective efficacy is the most positively impactful

- *"When teachers see learning through the eyes of students, it helps them become their own teachers."*
- *"Rethinking discipline as an instructional process."*
- *"Behavior is a language and it's our job to interpret it."*
- *"This work is not about changing who students are."*
- *"This work is about changing the environment so it is more likely that students will succeed (both academically and socially/emotionally.)"*

Celebrations

- Panorama Fall Survey Data on track
- Activating student voice through Student Council along with Rainbow Revolution to create a stronger sense of belonging
- Extensive amount of clubs and extracurriculars
- ML Programming

Next Steps

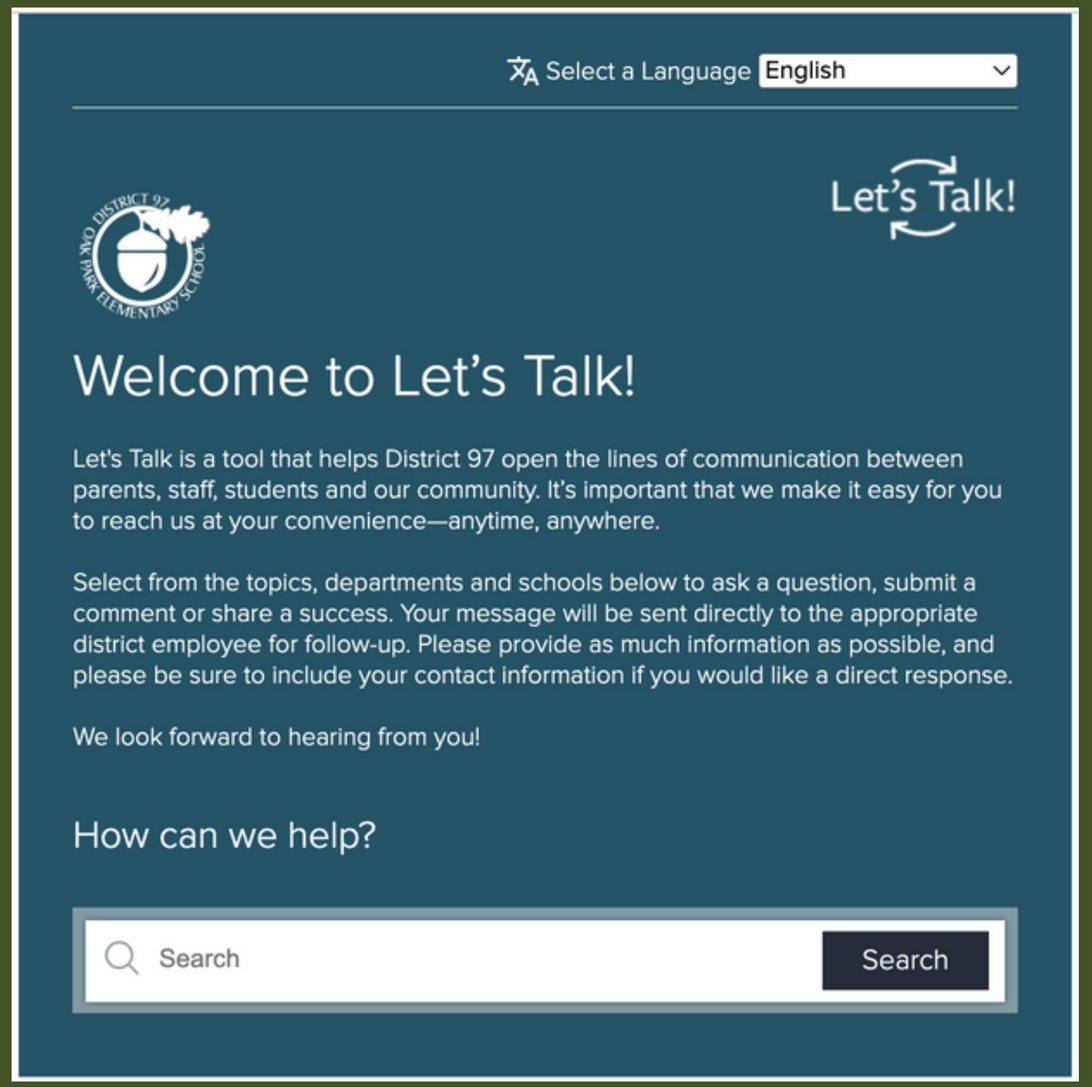
- Continuing engaging students connected to sense of belonging
- Professional Learning focused on Tier 1 practices and aligned with our Logic Model
- Checking in with Team to progress monitor outputs connected to the actions identified by each team
- Engaging in Trimester Data Dives and Learning Walks

Questions to Frame our Future

- How do we ensure our focal cohort students are engaging in core instruction that meets their needs?
- How do we ensure professional learning is transcending into practice?
- What additional layers do we need to add to our systems and structures to ensure equitable access to learning for all of our students?

Thank you

Any questions?



Let's Talk!

We want to hear from you.

Share your feedback via Let's Talk

www.op97.org/letstalk