



Miles Park School

Learners Today, Leaders Tomorrow

Academic Achievement Plan 2023-2024

This page is meant for schools and teachers to learn and explore the Vision of Learning in a Post-Pandemic World, the Profile of a Graduate and Blended Learning Models.

[This is the sandbox for schools and teachers to have a safe space to practice their new learning.](#)

Our Vision for Learning in a Post-Pandemic World:

In our pursuit of a more fair, just and good system of education, it is CMSD's vision that each of our learners, both each of our scholars and each of their educators, is individually and collectively presented with academically/intellectually complex tasks that are worthy of their productive struggle and allows them authentic opportunities to demonstrate their work and their learning of academic content and transferable skills in a joyful and adventurous environment.

As we begin the journey of fully embracing our Vision of Learning in a Post-Pandemic World, schools are being asked to select 1-2 Profile of a Graduate (POG) indicators they will explore and learn about as a school community this academic year. The expectation is that teachers and building leaders have a safe space to practice their new learning.

Explore more about the CMSD Profile of Graduate and grade band indicators via the links below

[Profile of a Graduate](#)

[Profile of a Graduate Grade Band Indicators](#)

Priority

What does this look like (list indicators)?

**Communication and
Information
Technology Literacy**

I communicate my ideas and message clearly using both oral and written communication. I use familiar and newly taught digital tools to communicate a message to a given audience.

Global Citizenship

I express a clear personal perspective on a situation, event, or issue and defend my ideas with claims and reasons. I identify how perspectives affect the way different people react to a situation, event or issue.

Please identify one or more pieces of the Vision for Learning in a Post-Pandemic World that your school will explore this year and how you will explore it.

Select one from the drop down to the right.

Authentic opportunities for students to demonstrate their work

Students will be provided choice to demonstrate their learning through PBL's, independent station rotation assignments, software applications, VILS and care curriculum.

As we begin the journey of fully embracing our Vision of Learning in a Post-Pandemic World, schools are being asked to select a Blended Learning Model they will explore and learn about as a school community this academic year. The expectation is that teachers and building leaders have a safe space to practice their new learning.

Blended Learning is the vehicle to transition from the teacher led whole group model to the post-pandemic learning pillars of competency based education, schools without walls, whole human learning and personalized learner pathways.

[Click here to learn more about each model](#)

Select a model

Station Rotation

Language and Literacy

District Priority

Implementation of a Core Instructional Literacy Block (K-8) or core instructional ELA course (9-12)

Select Aligned Strategy

Daily practice with complex, grade-level texts -both informational and literary - and their academic language throughout the literacy block (modeled instruction, shared practice and independent /small group. (K-5)

Strategy Description

- All classrooms across content areas will provide reading and writing experiences aligned to Ohio's Learning Standards in English Language Arts to build students' competence in disciplinary literacy and discourse.
- All K-5 classrooms will use complex, grade level text (50% literary and 50% informational) to teach the core components of literacy aligned to grade level standards. This means that text at or above grade level will be used to teach skills and concepts identified in the Scope and Sequence (aligned to ODE standards). Off-grade level text will only be used during intervention experiences outside of the literacy block. The literacy block time will focus on core content at grade level.
- Strategies outlined in the literacy block will be used to differentiate learning experiences. Instructional focus during small group learning will emphasize the use of differentiation techniques to include varied processes, products and the use of differentiation techniques to include varied processes, products and the use of different content that is aligned. Leveld text decodable readers may be used during the differentiated instructional group time to build skills needed. However, teachers will scaffold to allow for all students to access the grade level content in order to acquire the skills specified in the standards.

[Additional literacy resources linked here](#)

Student Achievement Evidence

Clarify what student behaviors would be observed if your selected strategy were being implemented with fidelity.

Students will be engaged in a variety of differentiated learning activities that support hands-on learning across a continuum from teacher directed, partner, small group and/ or individual activities that are aligned to the expectations of the big ideas in reading. Students will work independently as well as collaboratively on sequenced tasks; reflect on mistakes and misconceptions to improve their writing, grammar and comprehension; scaffold their learning using prior knowledge; use multiple forms of writing to show mastery of informational and literary text. Students will respond to essential questions making inferences with textual evidence through writing, Q & A, and real world application.

Equity & Access: English Language Learners	Effective schools provide all students with a variety of opportunities and resources to achieve their full potential in academics and social emotional learning.
---	---

Strategy Description	Clarify how your team is going to modify your English Language Arts strategy to engage students identified as English Language Learners.
-----------------------------	--

Teachers will create vocabulary banks to use as a reference, charts that contain key ELA and other academic vocabulary words and phrases to use as a reference when discussing or writing. Teacher will create learning experiences providing specific skills/procedures for the student to demonstrate learning using manipulative, real world connections, technology, graphic organizers, vocabulary acquisition and simple scoring rubrics. Teachers and staff will provide students with choice in terms of the assignments that they are provided that allow the students to demonstrate mastery of that standard.

Student Achievement Evidence	Clarify what student behaviors would be observed if your selected strategy were being implemented with fidelity.
-------------------------------------	--

Students will reference vocabulary banks and reference sources (ie dictionary, thesaurus), seek charts that contain key ELA and other academic vocabulary words and phrases to use as a reference when discussing or writing; be provided extra time to edit, review and revise writing . Daily practice of strategies modeled by the teacher aligned to the literacy outcome framework. Teacher will activate prior knowledge by engaging students with text while providing modelig, guidance using strategies to interact with grade level text.

Monitoring :
 - How will your team know that you're making progress? What are the Big, Medium, and Small data you are using to guide your actions?
 - What actions will staff take in response to these data points?
 - How will the data be used to regulary adjust and improve implementation of instructional strategies? How will data be used to assess the overall effectiveness

Type of Data	Actions in Response to Data	Tools / Resources Used in Data Collection and/or Monitoring
<p>Big (watched rarely, 1-2 times year)</p> <ul style="list-style-type: none"> - Ohio State Tests - NWEA - aimsWebPlus Benchmark - Other benchmark data 	<ul style="list-style-type: none"> - Identify potential PD or supports for teachers, based on student weaknesses and areas where students struggle to progress. - Use results to assess student mastery AND student progress. - Consider effectiveness of school/classroom interventions and strategies based on student progress. - Provide additional, individualized supports to students based on performance and progress (includes use of online intervention platforms) - Have discussions with students on their progress so far and identify any additional goals for students that must still master taught material. 	<ul style="list-style-type: none"> - Performance Matters baseball card and scoreboard reports to analyze overall performance and performance by subgroup. - NWEA portal to compare performance and growth to national norms.
<p>Medium (watched infrequently, 1-2 times a quarter)</p>	<p>Increased amount of accuratly completed assignments and/or scores on independent work . Administrative staff will observe best instructional practices by teacher, collaboration with students as well as indenendent work hv students. Students will</p>	<p>TBT will monitor student success of skills and implementation of gradual release strategy. BLT will monitor building implementation using TBT data, SFP aligned to ohio learning standards and administration observations. Admin will monitor</p>

Pre - Mid - Post EL Assessments	students as well as independent work by students. Students will see teacher modeling skills, practice the skill with the teacher and finally perform independently the skill to demonstrate understanding and mastery.	standards and administration observations. Admin will monitor strategy through non-tdes observation feedback with action steps for improvement. Teachers will monitor students formal and informal EL Learnzillion assessments and Exact Path progress.
Small (watched continuously, weekly / bi-weekly)	-Provide small group interventions to Tier 3 students with specific focus on areas of greatest need. -Provide opportunities for peer tutoring with a desired learning focus.	-AimsWeb Plus data for K-3 teachers - student work samples showing progression of writing process in narrative, informative or opinion graded using the OST writing rubric monitored by BLT. G19Exact Path (4-8) progress monitoring data posted on weekly MP bulletins. Teachers will check for understanding throughout the lesson to ensure that the students are meeting the requirements of the standard.
Exit Slips - Waterford Reading (K-3) Exact Path (4-8)		

Resources:

What resources (materials, coaching, professional development, etc.) will be used to support the strategy?

<i>Textbook</i>	<i>Supplemental</i>	<i>Services</i>	<i>Talent</i>	<i>Other</i>
EL-Learnzillion	Haggerty, Foundations, Literacy Outcome Framework (LOF), Exact Path, OST/District K-3 writing rubrics, K-3 Waterford Reading, Ohio OST Readiness Checkpoints	LOF webinars, Exact Path Webinars, digital learning program, Phonics Units of Study, EL trainings/webinars, Discovery Education, PLTW	Reading Intervention Teacher, Say Yes to Education, Foster Grandparent Program, District Personnel, Digital learning coach, Boys and Girls Club	P16 Partners, Boys and Girls Club

Mathematics

District OnePlan Priority

Schools will implement National Council of Teachers of Mathematics (NCTM) instructional practices.

Select Aligned Strategy

Facilitate meaningful mathematical discourse

Strategy Description

- Mathematical discourse includes the purposeful exchange of ideas through classroom discussions as well as through verbal, visual, and written communication.
- Students present and explain ideas, reasoning and representations to one another in pair, small-group, and whole class discourse.
- Students have opportunities to share ideas and clarify understandings, construct convincing arguments regarding why and how things work, develop a language for expressing mathematical ideas and learn from other perspectives.

Student Achievement Evidence

Clarify what student behaviors would be observed if your selected strategy were being implemented with fidelity.

Students will: work independently as well as collaboratively on sequenced tasks; discuss and justify their problem - solving strategies; reflect on mistakes and misconceptions to improve their mathematical understanding; connect their current work with the mathematics they studied previously and seeing where the mathematics is going; use multiple forms of representations to make sense of and understand mathematics. Productive struggle allows students to grapple with ideas and relationships critical area of focus aligned to testing blueprint. Students will demonstrate mastery of the standard by being given choice in how they demonstrate their conceptual understanding of the standard.

Monitoring :

- How will your team know that you're making progress? What are the Big, Medium, and Small data you are using to guide your actions?
- What actions will staff take in response to these data points?
- How will the data be used to regularly adjust and improve implementation of instructional strategies? How will data be used to assess the overall effectiveness of strategies?
- What tools, resources, and technology will you use to collect, analyze, and share the data you are watching?

Type of Data	Actions in Response to Data	Tools / Resources Used in Data Collection and/or Monitoring
<p>Big (watched rarely, 1-2 times year)</p> <ul style="list-style-type: none"> - Ohio State Tests - NWEA - Other benchmark data 	<ul style="list-style-type: none"> - Identify potential PD or supports for teachers, based on student weaknesses and areas where students struggle to progress. - Use results to assess student mastery AND student progress. <p>Consider effectiveness of school/classroom interventions and strategies based on student progress.</p> <ul style="list-style-type: none"> - Provide additional, individualized supports to students based on performance and progress (includes use of online intervention platforms) - Have discussions with students on their progress so far and identify any additional goals for students that must still master taught material. 	<ul style="list-style-type: none"> - Performance Matters baseball card and scoreboard reports to analyze overall performance and performance by subgroup. - NWEA portal to compare performance and growth to national norms.
<p>Medium (watched infrequently, 1-2 times a quarter)</p>	<p>Increased amount of accurately completed assignments and/or scores on independent work</p> <p>--Teachers will use the gradual release model during whole group lessons.</p> <p>Assign specific standards through Zearn to improve student</p>	<ul style="list-style-type: none"> - Administrative staff will observe best instructional practices by teacher, collaboration with students as well as independent work by students. - Admin will monitor strategy through non-traditional observation feedback with action steps

<p>Eureka Math Pre and Post Assessments - <u>Zearn</u></p>	<p>Assign specific standards through <u>Zearn</u> to improve student progress toward mastery of content. Provide opportunities to turn and talk and teach to another student.</p>	<p>strategy through non-teacher observation feedback with action steps for improvement. - Mid and End of unit assessments -Winter benchmark assessments for NWEA</p>
<p>Small (watched continuously, weekly / bi-weekly)</p> <p>Exit Slips - <u>Zearn</u> or Eureka Exit Tickets</p>	<p>TBT will monitor student success of skills and implementation of gradual release strategy. Teachers will check for understanding throughout the lesson in order to ensure that the content is being received by the students according to the standard being taught.</p>	<p>Student finished product will be aligned to Ohio learning standards and analyzed during TBT. --BLT will monitor the implementation of the gradual release strategy using the TBT data.</p>
<p>Equity & Access: English Language Learners Effective schools provide all students with a variety of opportunities and resources to achieve their full potential in academics and social emotional learning.</p>		
<p>Strategy Description</p>	<p>Clarify how your team is going to modify your Mathematics strategy to engage students identified as English Language Learners.</p>	

Teachers will create vocabulary banks to use as a reference, charts that contain key math vocabulary words and phrases to use as a reference when discussing or writing about their math thinking. Teacher will create learning experiences providing specific skills/procedures for the student to demonstrate learning using manipulative, real world connections, technology, graphic organizers, vocabulary acquisition and math models.

Student Achievement Evidence

Clarify what student behaviors would be observed if your selected strategy were being implemented with fidelity.

Students will reference vocabulary banks to use as a reference, seek charts that contain key math vocabulary words and phrases to use as a reference when discussing or writing about their math thinking; be provided math tools and/or manipulatives when solving mathematical problems. Students engage in solving and discussing tasks that promote mathematical reasoning and problem solving. Students grapple with math problems in small group or independent stations. Students engaged in mathematic discourse with peers during math period. SFP aligns to Math standard.

Monitoring :

- How will your team know that you're making progress?
- What evidence / data, from both a student and adult lens, will be collected to monitor the implementation of the strategy?
- What evidence / data, from both a student and adult lens, will be collected to monitor the effectiveness of the strategy?
- How will this evidence be used as part of a cycle of continuous improvement?
- How will your team respond if barriers to implementation emerge or student results do not improve?

How will your team celebrate and share successes?

1. Increased amount of accurately completed assignments and/or scores on independent work 2. Administrative staff will observe best instructional practices by teacher, collaboration with students as well as independent work by students. 3. Students will see teacher modeling skills, practice the skill with the teacher and finally perform independently the skill to demonstrate understanding and mastery. 4. TBT will monitor student success of skills and implementation of gradual release strategy. BLT will monitor building implementation using TBT data, SFP aligned to ohio learning standards and administration observations. Admin will monitor strategy through non-tdes observation feedback with action steps for improvement. 5. As needed, Professional Development on implementation of Gradual Release will be presented by the BLT and Admin. during the 100 minutes and/or scheduled professional development days. 6. Admin. shout out in montly newsletter to families as well as monthly staff/faculty meeting. Evidence: SFP, Nwea data, math model, math practice, math Fact fluency, common short cycle assesments, zearn- aligned to students individual learning pathway based on NWEA Fall and Winter results. If it is not working, we will provide feedback and tiered support based on student data.

Resources:

What resources (materials, coaching, professional development, etc.) will be used to support the strategy?

<i>Textbook</i>	<i>Supplemental</i>	<i>Services</i>	<i>Talent</i>	<i>Other</i>
Eureka Math	internet access; reference materials; graphic organizers; vocabulary bank; math tools; manipulatives, flashcards, math programs; <u>Zearn</u> , digital learning program, ODE math blue print, Ohio OST Readiness <u>Checkpoint</u>	digital learning programs, pull out/push in, PLTW	digital learning coach, math teacher, intervention specialists, <u>Zearn Coach</u>	Say Yes to Education Site Coordinator, Boys and Girls Club

Positive Behavioral Interventions and Supports (PBIS) Implementation

District OnePlan Strategy

Move to the next stage of implementation of PBIS by utilizing SEL practices, student supports, and behavior interventions.

School Strategy Selection

Chose one or more from the list linked to the right

[School Climate and Behavioral Support Strategies linked here \(see second page\)](#)

Strategy Description

Chose one or more

Identify the strategies PBIS strategies you are implementing and clarify how your team is going to achieve measurable improvement in PBIS using evidence-based practices:

- Begin each statement with "Teachers/Staff will..."
- Use an action verb of observable behavior which must be done
- Write clear, concise statement(s) that describe what you intend to accomplish

Teachers/staff will implement Class Meetings as a Tier 1 (universal) support in the school's PBIS framework. Teachers/staff will also implement peer mediation/restorative practice strategies when needed to avoid potential conflicts with peers and/or staff members as a Tier #2 intervention.

Student Achievement Evidence

Clarify what student behaviors would be observed if your selected strategy were being implemented with fidelity.

Students will be seen participating in classroom meetings, circle and co-operative group activities. Students will have a decrease in the number of visits to the Planning Center. Students will have a decrease in the number of office referrals as well as out of school suspensions based on monthly data reported out at faculty meetings. Each grade level will increase their attendance to school each quarter.

Monitoring :

- How will your team know that you're making progress?
- What evidence / data, from both a student and adult lens, will be collected to monitor the implementation of the strategy?
- What evidence / data, from both a student and adult lens, will be collected to monitor the effectiveness of the strategy?
- How will this evidence be used as part of a cycle of continuous improvement?
- How will your team respond if barriers to implementation emerge or student results do not improve?

Teachers, administration and students will observe improved cooperation among students and staff, students and students and student code of conduct violations /referrals will decrease by 10% each quarter. Administration will visit, monitor and observe classroom meetings. Office referral will decrease for classroom disruptions, fights and disrespect of staff. Staff will be updated on progress, participation, provide year-long PD and resources to continue and adjust as needed. The BLT team and administration will provide feedback and additional support to improve fidelity and participation. Shout outs to classroom successes as well as students will receive grade level recognition in the quarterly awards assemblies. Monthly recognition of teacher, individual student and grade level improvement will be posted on hallway bulletin board , social media, and weekly bulletin.

Teacher				
<i>Textbook</i>	<i>Supplemental</i>	<i>Services</i>	<i>Talent</i>	<i>Other</i>

Discipline with Dignity; Class Meetings, The morning meeting book	Restorative Practice manual; PBiS manual and template for staff; previous classroom management book written and developed by Miles Park staff members, <u>PBIS Rewards</u>	SEL coordinator; Peer Mediators (middle school level)	<u>Heart to Heart</u> ; Say Yes coordinator	<u>E&I Training</u>
--	---	--	--	--------------------------------

Special Education

District OnePlan Priority

The ETR to IEP Connection – Staff and IEP teams will be able to explain the connection between the Evaluation Team Report and the Individualized Education Plan, and will be able to use data to facilitate pathways to student success in literacy through IEP development, implementation, and progress monitoring.

School Strategy Selection
Chose one or more from the list linked to the right

[School Climate and Behavioral Support Strategies linked here \(see first page\)](#)

Strategy Description

Identify the strategies Special Education strategies you are implementing and clarify how your team is going to achieve measurable improvement in Special Education using evidence-based practices:
 - Begin each statement with "Teachers/Staff will..."
 - Use an action verb of observable behavior which must be done
 - Write clear, concise statement(s) that describe what you intend to accomplish

Teachers/staff will coteach (one general education teacher, one Intervention Specialist) in the literacy block/English language arts classroom. During the literacy block/English language arts block, the Intervention Specialist will deliver specially designed instruction based on students' IEP goals while conducting progress monitoring.

Student Achievement Evidence

Clarify what student behaviors would be observed if your selected strategy were being implemented with fidelity.

Students will be seen engaged in differentiated grade level activities alongside their peers in a regular education classroom reaching for help from the Intervention Specialist when it's desired. Students will show evidence of application of formative feedback from the teacher through student/teacher conferencing. Students will use graphic organizers, anchor charts, teacher, self and peer editing and review to revise their writing. Students will use effective reading strategies before, during, and after reading to self-monitor comprehension. Students will use multiple forms of writing to make sense of informational and literary text. Students will be able to use the electronic audio of various novels in order to allow them to comprehend the literary text that is assigned by the teacher.

Monitoring :

- How will your team know that you're making progress?
- What evidence / data, from both a student and adult lens, will be collected to monitor the implementation of the strategy?
- What evidence / data, from both a student and adult lens, will be collected to monitor the effectiveness of the strategy?
- How will this evidence be used as part of a cycle of continuous improvement?
- How will your team respond if barriers to implementation emerge or student results do not improve?

Student will increase completion of assignments and scores on writing assignments by 5% on student finished products. Student finished products will be assessed and analyzed bi-weekly by classroom teacher, Intervention Specialists and TBT teams for growth. Student data will guide teacher's instruction, reteaching and assessments weekly. Students use teacher provided graphic organizers, anchor charts, video's and scaffolding to improve writing. Student finished product will mimic more closely to that of their non SPED peers. IEP progress reports will indicate increased progress towards IEP. NWEA/AIMS Benchmark Test results will show a score increase by 5% by the end of the year. Shout outs to students who have significantly increased Benchmark scores/On-Track status, IEP goal achievement, as well as individual classroom successes. Teachers will reduce the number of sentence starters as student writing improves using the writing rubric.

Resources:

What resources (materials, coaching, professional development, etc.) will be used to support the strategy?

<i>Textbook</i>	<i>Supplemental</i>	<i>Services</i>	<i>Talent</i>	<i>Other</i>
-----------------	---------------------	-----------------	---------------	--------------

EL Learnzillion, <u>Unique Curriculum - ELLevation</u>	Foundations, Haggerty, OST/District K-3 and 4-8 writing rubrics, Exact Path (4-8), anchor charts, Ohio OST Readiness <u>Checkpoint</u> , K-3 Waterford Reading	Push-In/Pull-out	Reading Intervention Teacher, Intervention Specialist, Regular Education Teacher	
--	--	------------------	--	--

Engagement

Strategies for schools to engage with families

Strategy Description:
Identify how you will provide families information related to their child's development and the instructional strategies being used.

Provide homework folders with student work samples and strategies for home practice.

School specific implementation: Provide any additional clarifications or adjustments for how you school will specifically implement the strategy you selected.

Parents, students and staff will be provided each quarter opportunities to learn about strategies addressing: anti-bullying, cyber-bullying, suicide prevention, social media, mental health services, social justice and restorative practice strategies and its impact on student social emotional development and academic growth. Parents are provided weekly communication through Friday folders, schoology, academic home resource kits, and IVR messages.

Monitoring :

- How will your team know that you're making progress?
- What evidence / data, from both a student and adult lens, will be collected to monitor the implementation of the strategy?
- What evidence / data, from both a student and adult lens, will be collected to monitor the effectiveness of the strategy?
- How will this evidence be used as part of a cycle of continuous improvement?
- How will your team respond if barriers to implementation emerge or student results do not improve?

The team will know that they are making progress by the 85% of students in each grade level that return their folders on a weekly basis. Exact Path monitoring and **Zearn** will be assigned based on the individual growth of the students. Parents will be able to access the progress of their student via these applications in Clever. The team will also know that they are making progress by the 10% of students that increase their NWEA growth score from Fall admission until the Spring admission. The evidence/data that will be collected to monitor the implementation of the strategy will be loaded into a Google form that will be accessible to all staff and reviewed monthly in the BLT. The data will be reviewed by the BLT every month. The evidence/data that will be collected to monitor the effectiveness of the strategy will be in percentage forms by grade level that will be reviewed monthly. This evidence will be used to monitor the effectiveness of the Friday folder communication/Math & Literacy Night as a cycle of continuous improvement if the scores for the NWEA from the Fall to the Winter increase by 5-7points. Our team will respond to the barriers by increasing the weekly communication distribution or decreasing the weekly communication distribution based on the results from the NWEA. Our team will celebrate the successes by recognizing the student/grade level that reached the goal by allowing them choice in how they want to celebrate their achievement. The

Resources:
What resources (materials, coaching, professional development, etc.) will be used to support the strategy?

<i>Textbook</i>	<i>Supplemental</i>	<i>Services</i>	<i>Talent</i>	<i>Other</i>
CMUSD Face supporting resources	Folders, Parent Sign-In sheets, paper, math/ELA station materials (flashcards, paper, games...), Fluency and Fitness Brain Break, Morning Meeting Textbook, Paths, Second Step, tangible/intangible items, <u>Class Dojo</u> , <u>PBIS Rewards</u>	PD on wellness activities, Care Program, Metrohealth, Tru2 U, <u>Brave, Dancing Classrooms</u> , <u>PACE</u> .	Teachers/staff/Admin, Boys and Girls Club, Care, P-16, SEL coordinator, SPO	

Strategies for families to engage with schools

Strategy Description: Identify how you will provide families information related to their child's development and the instructional strategies being used.	Instructional strategies for Math or Reading are modeled through multiple means and shared with families (face to face, on-line platforms, video, etc.) throughout the year.
--	--

School specific implementation: Provide any additional clarifications or adjustments for how you school will specifically implement the strategy you selected.

The quarterly event reflecting the following : Literacy night, Math Night, **POG** Fair, Chat and Chew with the principal (Quarterly),, Project Lead the Way Presentations to Families that will taught by members of the Hornet Tech team

Monitoring :

- How will your team know that you're making progress?
- What evidence / data, from both a student and adult lens, will be collected to monitor the implementation of the strategy?
- What evidence / data, from both a student and adult lens, will be collected to monitor the effectiveness of the strategy?
- How will this evidence be used as part of a cycle of continuous improvement?
- How will your team respond if barriers to implementation emerge or student results do not improve?

The team will know that they are making progress by the 85% of students in each grade level that return their folders on a weekly basis and/or participate in the Family Literacy/Math Night when offered.. Exact Path monitoring and **zearn** will assigned based on the individual growth of the students. Parents will be able to access the progress of their student via these applications in Clever. The team will also know that they are making progress by the 10% of students that increase their NWEA growth score from Fall admission until the Spring admission. The evidence/data that will be collected to monitor the implementation of the strategy will be loaded into a Google form that will be accessible to all staff and reviewed monthly in the BLT. The evidence/data that will be collected to monitor the effectiveness of the strategy will be in percentage forms by grade level that will be reviewed monthly. The evidence/data that will be collected to monitor the effectiveness of the strategy will be in percentage forms by grade level that will be reviewed monthly. This evidence will be used to monitor the effectiveness of the Friday folder communication/Math & Literacy Night as a cycle of continuous improvement if the scores for the NWEA from the Fall to the Winter increase by 5-7points. Our team will respond to the barriers by increasing weekly communication **AND PROVIDING RESOURCES TO SUPPORT AREAS OF WEAKNESS** based on the results from the NWEA/**OST READINESS**

Resources:

What resources (materials, coaching, professional development, etc.) will be used to support the strategy?

<i>Textbook</i>	<i>Supplemental</i>	<i>Services</i>	<i>Talent</i>	<i>Other</i>
N/A	Weekly advisory lessons, <u>CLASS DOJO,</u> <u>SEL FAMILY NIGHT</u>	Advisory, <u>CONFLICT MEDIATION</u> <u>TRAINING, CHAT AND CHEW</u>	SEL Team, <u>PBIS</u> Committee, <u>CONFLICT</u> <u>MEDIATORS, SAY YES COORDINATOR,</u> <u>SPO EMBASSADOR, PROJECT ACT</u> <u>LIASON</u>	N/A

Key Academic Outcomes	2021-2022 End of Year	2022-2023 Start of Year	2022-2023 Mid Year	2022-2023 Target Based on 2022-2023 Start of Year
High Quality Instruction Metrics				
Performance Index Points	43.1	42.04	50.16	47.43
PI Points in ELA	48.66	47.09	55.04	52.53
PI Points in Mathematics	36.77	35.97	45.3	40.94
3rd Grade Proficiency (ELA and Math)	10.34%		29.31%	13.34%
6th Grade Proficiency (ELA and Math)	9.3%	11.43%	13.04%	14.43%
8th Grade Proficiency (ELA and Math)	10.53%	6.36%	19.3%	9.36%
K-3 Literacy Improvement Percent	9.23%		20.93%	12.23%
Graduation Rate (Cohort 2023)				
Cohort 2024 On-Track Rate				
Cohort 2025 On-Track Rate				
Equity & Access Metrics				
Performance Index for subgroups				
PI Points for SPED Students	39.35	39.8	43.65	42.91
PI Points for ELL Students				
PI Points for Gifted Students				
Learning Environment Metrics				
% of students reporting adequate or excellent SEL	81.03%		82.5%	89.53%
% of students reporting adequate or excellent support from adults	87.59%		94%	95%