School: *Chandler View Elementary*

Session 1

Reflection & Planning for Priority 1 Focus Areas (Facilitators Guide Page 8-12 for data alignment): Elementary Reading on Grade Level	What's working?	How do we know?	Problem Statement:
	• Structure is in place • K-2 Support – Paraprofessionals • Reading Teacher • Backwards Planning -still a need • PD on intervention tools -continual	• Observations, coaching, grade level meetings • Assessments administered on time What other data might support our analysis of what's working? • Weekly assessment data	68% of 3rd – 6th graders are not on track. Root Causes: Not delivering the correct data driven interventions.

Facilitators Guide Session 1: Page 14	What's not working?
	• Assessments are so hard they do not measure what kids actually need.
	• As a result, we're not delivering data drive interventions but instead, general interventions
		How do we know? What other data might support our analysis of what's not working?
		• NSCAS Scores
		  Gr 3 – 35% met
		  Gr 4 – 31% met
		  Gr 5 – 35% met
		  Gr 6 – 26% met
		• MAP scores decreased from fall to spring - % at RIT norm in Kindergarten, 1st, 5th and 6th	

Demonstrate financial accountability tied to student outcomes.

Session 2

Implementation Design for Priority 1 Academics (Step 1) Focus Area: Effective Reading Interventions **Strategies:** • Increase number of students getting data supported interventions • Increase amount of time spent on intervention focused professional development	**Goal Calculator** **Three Year Goal:** 4% increase in the percent of K-2 students at or above the 30th percentile on MAP Growth **Annual Benchmarks:** Year 1: 72.8% Year 2: 75.71% Year 3: 78.74%	Success Criteria: • Identification and completion of CV-HMH Screener • Grade level meeting and staff meeting agendas • Regular progress monitoring of students who did not pass screener in CV data folder	Professional Learning: • Quarterly backwards planning at grade level meetings • Professional development on HMH interventions • Time devoted at grade level meetings to analyze MAP quartile reports • Data sheets updated regularly and analyzed at grade level meetings.
	Actions: • All students scoring below the 30th percentile on MAP will take the CV-HMH Screener. • Training on intervention tools within HMH for paraprofessionals and teachers • School-wide progress monitoring system	Progress/outcomes: • Improved performance on winter and spring MAP • Quarterly form to self-monitor staff knowledge and implementation • Quarterly checks of progress monitoring	

Demonstrate financial accountability tied to student outcomes.

Session 3 & Ongoing

Quarter 1 Disaggregated Results for Priority 1 Academics	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
Focus Area: Effective Reading Interventions	For whom was our work an improvement?	Problem of Practice for Instructional Rounds:

Mid-Year Disaggregated Results for Priority 1 Academics	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
Focus Area: Effective Reading Interventions	For whom was our work an improvement?	

Quarter 3 Disaggregated Results for Priority 1 Academics	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
Focus Area: Effective Reading Interventions	For whom was our work an improvement?	Problem of Practice for Instructional Rounds:

Demonstrate financial accountability tied to student outcomes.

School: **Chandler View Elementary**

Session 1

Reflection & Planning for Priority 2 Focus Areas (Facilitators Guide Page 8-12 for data alignment): <mark>Staff Development</mark>	What's working? • Some Kagan happening • Some white board responses • Turn & Talk / shoulder partner	How do we know? What other data might support our analysis of what's working? • Observations, coaching, grade level meetings	Problem Statement: During 2021-2022 coaching visits, there was a noticeable lack of student engagement building-wide.
Facilitators Guide Session 1: Page 14	What's not working? • Teaching from a "station" • Lack of purposeful planning for engagement • Lack of variety of engagement strategies being used • Not moving away from "Covid Practices" -online -3ft apart	How do we know? • Observations, coaching • Poor performance on tests • Attendance issues • Baseline fidelity check – observed student engagement in 50% of classrooms What other data might support our analysis of what's not working? • Coaching – focus on engagement • Fidelity checks	Root Causes: • Purposeful planning • Not moving away from "Covid practices"

Purposeful planning of student engagement → engaged students who take ownership of their learning → increase in staff morale and effectiveness → increase in academic performance

Demonstrate financial accountability tied to student outcomes.

Session 2

Implementation Design for Priority 2 (Step 1) Focus Area: Student Engagement **Strategies:** • Increase number of classrooms with visible student engagement • Implement a school-wide engagement focus • Develop a fidelity check to measure engagement	**Three Year Goal:** 25% increase in the number of classrooms with visible student engagement during fidelity checks. **Annual Benchmarks:** Year 1: 58.3 Year 2: 66.6 Year 3: 75	Success Criteria: • Grade level meeting agendas • Display in staff hallway • Weekly bulletins • Fidelity check recording device	Professional Learning: • Monthly professional development on engagement strategy • Share and collaborate on successful strategies at staff and grade level meetings • Analyze fidelity check data
	Actions: • Monthly professional development on engagement strategies • Evidence highlighted in staff weekly bulletins • Keep data from fidelity check and share out	Progress/outcomes: • Increase percentage of classrooms using student engagement • Variety of engagement strategies increases	

Demonstrate financial accountability tied to student outcomes.

Session 3 & Ongoing

Quarter 1 Disaggregated Results for Priority 2 Focus Area: Student Engagement	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
	For whom was our work an improvement?	

Mid-Year Disaggregated Results for Priority 2 Focus Area: Student Engagement	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
	For whom was our work an improvement?	

Quarter 3 Disaggregated Results for Priority 2 Focus Area: Student Engagement	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
	For whom was our work an improvement?	

Demonstrate financial accountability tied to student outcomes.

School: **Chandler View Elementary**

Session 1

Reflection & Planning for Priority 4 Focus Areas (Facilitators Guide Page 8-12 for data alignment): <mark>Increase Attendance</mark>	What's working? • Attendance team meetings once a week to discuss absences. • Home visits, telephone calls • Incentives • Increase students who are not chronic and decrease in chronic absenteeism from covid symptoms & households out of town	How do we know? What other data might support our analysis of what's working? • Not chronic increased from 42.3 to 44.990 • Which students received home visits and attendance incentives in relationship to their absentee rate.	Problem Statement: Percentage of students who are not chronically absent is decreasing. Root Causes: Home visits have been conducted for all grade levels.
Facilitators Guide Session 1:	What's not working? • Success level of getting students to attend school in the moderate to severe categories has declined.	How do we know? What other data might support our analysis of what's not working? • Reason marked for students missing > 5 days	

Demonstrate financial accountability tied to student outcomes.

Session 2

Implementation Design for Priority 4 (Step 1)	Three Year Goal:	Success Criteria:	Professional Learning:
Focus Area: Increase the number of students with 95% attendance rate	By the spring of 2025, improve the number of students not chronically absent by 5%. **Annual Benchmarks**: Year 1: Year 2:	• Incentive matrix to each grade level. • Home visits, notes and follow up. • Attendance team meeting notes	• Home visits: Preventative vs. Responsive • Fostering adult to peer relationships.
Strategies: • Continue weekly team meetings with assistant principal, counselor, attendance secretary & other staff as needed. • Continue attendance incentives • Continue home visits, telephone calls and in person visits.	**Actions:** • Student survey to determine best incentives for attendance • Work with attendance team to develop incentive matrix	**Progress/outcomes:** • Attendance dashboard to monitor excused/unexcused absences weekly by grade level.	

Demonstrate financial accountability tied to student outcomes.

Session 3 & Ongoing

Quarter 1 Disaggregated Results for Priority 4 Focus Area: Student Attendance	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
	For whom was our work an improvement?	What will be our Tiered Focus for MTSS-B Fidelity Checks? Attendance Meetings?

Mid-Year Disaggregated Results for Priority 4 Focus Area: Student Attendance	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
	For whom was our work an improvement?	What will be our Tiered Focus for MTSS-B Fidelity Checks? Attendance Meetings?

Quarter 3 Disaggregated Results for Priority 4 Focus Area: Student Attendance	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
	For whom was our work an improvement?	What will be our Tiered Focus for MTSS-B Fidelity Checks? Attendance Meetings?

Demonstrate financial accountability tied to student outcomes.