**Phase 1: Reflecting on Current State of Affairs Schoolwide**

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| **Criteria for Success** | **Example** | **Non-example (Why)** |
| Schools will have explicitly identified two current strengths and two current weaknesses of school personnel capacity around CRE – particularly as related to current plans (SCIP, PSP).  Schools will articulate how current strengths/weaknesses are contributing to student outcomes. | **Strengths** – Our teachers are committed to using restorative interventions and have increased the usage of restorative conferences.  All grade levels have executed at least one culturally responsive interdisciplinary unit.  **Weaknesses**- Our BIC room still functions as a “time-out” room rather than a restorative room.  We had poor turnout at parent-teacher conferences and teachers aren’t reaching out to parents frequently.  **How Contributing to Student Outcomes**  Our strengths is leading to deeper, authentic learning for all students, which will help them to meet EOY benchmarks.  Our weaknesses display our need to reach all students, which is affecting attendance and recidivism. | Strengths – We believe in the potential for all students to succeed. *(Vague – not related to CRE).*  We know that poverty affects students differently and we need to teach them differently *(Vague).*  Weaknesses-We have work to do in teaching high-level math concepts *(Not related to CRE).*  We have multiple “high-flyers” that disrupt classes every day. *(Not related to CRE).*  **How Contributing to Student Outcomes**  Our strengths reinforce our need to support all students.  Our weaknesses reflect a need for more PD to meet the needs of all students. (Not connected to student outcomes, need objective analysis.) |

**Phase 2: Disaggregating Data**

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| **Criteria for Success** | **Example** | **Non-example** |
| Schools will identify from the data memo:   * Two connected data points * One distinct data point (related by subgroup, topic or data pattern)   Schools will articulate how the data points explain a major area for growth in the building and how it connects to end-of-year student academic outcomes. | **Connected Data Points:** IEP students have the lowest ANET scores on higher-level math questions and they also have 50% of students below 95% daily attendance.  **Distinct Data Point:**  IEP students are scoring on par with non-IEP students in the ANET ELA scores.  These data points connect to our EOY goals for academic achievement and to our PSP goal for reducing recidivism and disproportionality. It is an important area for our building because we have a high IEP population (27%). | **Connected Data Points:** IEP students are struggling on ANET, and ENL students have high chronic absenteeism. *(Not connected, not specific enough).*  **Distinct Data Point**: Our disproportionality isn’t that bad across racial subgroups *(Doesn’t point to an area for growth.)*  These data points are important because we need to figure out how to support our IEP students better with interventions and because we have a problem communicating with ENL parents *(Not connected to EOY outcomes).* |

**Phase 3: Identifying Root Causes**

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| **Criteria for Success** | **Example** | **Non-example** |
| Schools will identify a critical, self-reflective **Belief, Policy and Practice** that is connected to the previously identified data points.  Schools will articulate how each of the BPP is connected to the data that was previously identified using cause and effect statements. | **IEP Example**  **Belief:** Many staff don’t believe that it’s possible for IEP students to complete high-level work, this belief is reinforced when their attendance is poor. *(Staff beliefs that IEP students can’t complete high-level work decreases achievement for these students and the likelihood that they will graduate from high school.)*  **Policy:** Most of our math instruction for students with IEP students occurs in pull-out.  *(Our policy of pulling out students during math reinforces the notion that these students don’t belong in the “regular ed” classroom and prevents them from having the opportunity to learn from peers).*  **Practice:** The math that IEP students typically do isn’t aligned to ANET or to regular grade-level classwork. *(Because IEP students get less rigorous work, they’re often confused when they’re in the Gen. Ed classroom and act out or fail to complete assignments).*  **African-American Recidivism Example**  **Belief:** When students have been suspended one time, we label them as “bad kids” for the rest of the year. Parents of these “bad kids” don’t want to/can’t be involved in their kids’ progress.  *(Because staff believe that students that are suspended are “bad” kids, they treat these students differently in unconscious ways, which makes students dislike being in class)*  **Policy:** In SIT meetings, we take referrals in the order they come in to be fair to all students.  *(Since take students in order of when they were referred, we’re not always taking the students that need the interventions the most).*  **Practice:** Parents are almost never involved in the creation of interventions for their students.  *(When we don’t include parents in the creation of interventions for students, they’re less likely to take the intervention seriously, and we miss an opportunity to build a relationship with that parent).* | **IEP Data Points**  **Belief:** Our staff believes that all students can achieve  **Policy:** Robocalls go out 2x/day.  **Practice:** We will make sure that teachers are taking attendance right away so we know who is in class.  *(Not directly connected to data points, not self-critical).*  **Disproportionality**  **Belief:** Kids that grow up in poverty have challenges that make school a difficult place for them, sometimes outside problems bring themselves into school.  **Policy:** Our discipline/school climate team reviews discipline data regularly to decide what good next steps are.  **Practice:** After incidents, principals have restorative circles with students that were fighting. *(Vaguely connected to data point, doesn’t address specific adult actions that might need to be modified).* |

**Phase 4: Identifying Solutions**

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| **Criteria for Success** | **Example** | **Non-example** |
| Schools will have identified, clear, observable, measurable and realistic goals and solutions that are aligned to the root causes previously determined.  The goals must be aligned to the previously identified data, and progress must be able to be assessed by the next Data Memo (Date XYZ).  The solutions must include specific adult practices that need to be modified in order to change student outcomes. | **IEP Students**  **Goals:** On the next data memo, students with IEPs schoolwide will improve to 50% overall on XYZ high-level math standards (a 25% improvement)  **Solution:**   * MCLS will meet with all math and special education teachers to refine expectations for student work and achievement. * Pull-out for SWD will be limited to independent work time 2x/week and all day Friday (when weekly quizzes and reviewing takes place). * Special education will push into common planning time for math teachers on Mondays to ensure that plans are aligned to the higher-level work. They will also push into common planning time on Friday to review student artifacts.   **African American Students**  **Goal:** On the next data memo, recidivism will remain unchanged for all students and due to improved interventions, referral disproportionality will decrease for African American students as well.  **Solution:**   * In grade-level meetings this week, all staff will review XYZ article about the dangers of labeling students. * We will hold an extra SIT meeting each week until all students that have been suspended are on intervention plans * We will engage with the Family Engagement Coordinator to support parents in coming to the intervention meetings – this includes giving rides and changing the time of the meeting to meet the parents’ schedule. | **Goal:** Discipline/School Climate teams will meet twice a month to identify students and best practices to make our building more responsive.  **Solution:**   * DSCT will meet twice a month * Support coaches will meet with students that are struggling behaviorally and create behavior contracts.   *(These are things that are already happening, or are generic solutions that don’t take into account specific subgroups or adult practices)*. |

**Phase 5: Progress Monitoring Timeline**

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| **Criteria for Success** | **Example** | **Non-example** |
| Schools will identify:   * The Frequency, Intensity, and Duration of the Solutions * The Stakeholders responsible for implementing the intervention * The intervals at which the progress of solutions will be monitored. | **IEP Students**  Each part of the solution will be implemented weekly beginning next week. The VP and Instructional coaches will alternate pushing into classes and common planning time 3x/week until the practices are working, then 1x/week after that.  At the end of the Friday collaborative planning time, math and special education teachers will email instructional coaches and MCLs the formative assessment data from that week as well as plans for the next week for review.  We expect to see immediate improvement in SWDs’ abilities on higher-level math problems based on daily exit tickets.  **Black Students**  We will have the faculty meeting with the reading on Tuesday, and in grade-level meetings staff will have follow-up discussions weekly.  A VP will attend every SIT meeting until all students that have an OSS are on the meeting – this will begin next week.  At the first SIT meeting, responsibility for getting at least one parent to attend each meeting will be divided amongst staff and will be tracked for the next several weeks.  At admin-level meetings we will review discipline data each Wednesday and Friday to identify particular trends in referrals for black students (including teachers that are sending them out). | A VP will attend each DSCT meeting and submit the minutes for review with Ms. Haynes.  We have identified 20 students that need support coaches and will find coaches for them.  We have contact Mike Puntschenko’s office for information about retrieving funding for additional incentives for students.  (*Disconnected from the data, not aligned to previous solutions).* |

**Phase 6: Examining Fidelity**

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| **Criteria for Success** | **Example** | **Non-example** |
| Schools will identify the specific success indicators for:   * Student Outcomes (how will you know the intervention was successful?) * Process Outcomes (how will you know that the stakeholders involved did the work?) * Fidelity Outcomes (how will you do the intervention was implemented faithfully?)   This should include both quantitative and qualitative data. | **IEP Students**  If we are successful:  Student Outcomes:   * On a daily basis SWDs will be engaged with higher-level work * On weekly formative assessments SWDs will demonstrate mastery of high-level concepts. * On the next data memo, students with IEPs school wide will improve to 50% overall mastery on XYZ high-level math standards on ANET (25% improvement).   Process Outcomes:   * Special Education and Math Teachers will be planning together on a weekly basis * The instructional plans of Special Education Teachers will include more high-level concepts, and Gen Ed. Teachers will include more strategies to include all learners.   Fidelity Outcomes   * The daily work and formative assessment artifacts that are discussed each will represent an authentic shift in attitude on the part of teachers, and skill/knowledge on the part of students.   **Black Students**  If we are successful:  Student Outcomes - Black students will feel more a part of the school community and will increase student achievement. Parents will feel more a part of the school community (through surveys) and student achievement will increase.  Process Outcomes - SIT will be more focused on serving the highest-need students (those that have received OSS)  Fidelity Outcomes - Parents will be a regular fixture at all SIT meetings or intervention meetings. | If we are successful:   * 5 students with IEPs will move from severely chronically absent to moderately chronically absent * DSCT will meet 2x/month * We will be a restorative school   *(Not connected to data points or qualitative data, does not account for students, process and fidelity outcomes)* |

**Phase 7: Reflecting on Desired State of Affairs**

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| **Criteria for Success** | **Example** | **Non-example** |
| Schools will identify other CRE-based practices that they want to implement that were not covered. | We still need to ensure more culturally responsive units are happening in non-humanities classes. The MCLs and Instructional coaches will collaborate to create sample units aligned to standards that specifically consider the cultural context of Black students. | We need to do more PD on restorative practices for our new teachers and TAs. |