

**Quarterly Review and Updates to Plan: Student Achievement**

<p align="center"><b>S</b></p>	<p><b>STUDY:</b> To be completed quarterly and at end of school year</p>	
<p><b>Summarize Data to Date</b></p>	<p>Adult professional learning was reviewed and implemented in the months of July and August. These sessions were developed to outline the strategies needed for district leaders to support school-based leaders. After professional learning, school leaders would then be able to support classroom teachers with student instruction and outcomes.</p> <p>Systems of support were put into action so that pacing guides, the PBIS framework, and professional learning communities (PLC) could be paired with the schools/regions where the needs of all students could be addressed.</p> <p>The student data was reviewed during these first months to determine the type of training that would promote student achievement. It was decided that new textbook adoptions (the math pilot and writing), Tier 2 and 3 interventions, and PLC work featuring Ambitious Instruction would be the focus of adult professional learning.</p> <p>In quarter one, the foundation was set for student achievement. The must-have training was offered so that adult learners had choice, while their selections were still based on the district’s needs. Content-area training by grade band and tiered intervention training was offered to increase the capacity of staff for standardized implementation.</p>	
<p><b>Color Coding</b></p>	<p><b>On your action plan, color code the steps that you planned for this past quarter: (11)</b></p> <p><b>Green</b> – Action step completed (3)</p> <p><b>Yellow</b> – Action step in progress (8)</p> <p><b>Red</b> – Action step was not started as planned (0)</p>	
<p align="center"><b>Analyze how this data gives evidence to your progress on the plan (refer to the measures you listed).</b></p> <p>The walkthrough rubric was adopted and used by the PBIS teams so that we can monitor the implementation of PBIS in schools.</p> <p>We developed professional learning for staff that included clear expectations for application/implementation as well as measures related to improving staff practices and student outcomes. The academic walkthrough tool monitors implementation along with data collected as part of continuous school improvement planning.</p> <p>We provided professional learning on Tier 2 and 3 interventions to increase staff capacity for implementation. A designated person is monitoring all Tier</p>	<p align="center"><b>Analyze the data that gives evidence to lack of progress toward the plan (refer to the measures you listed).</b></p> <p>The rubric to measure the implementation of strategies that increase accessibility of all students is incomplete and has not been piloted.</p> <p>PLCs for schools in the central and high school regions are under way with our CESA support for reading strategies and school climate. Not all CSI schools are included yet.</p>	

3 implementations to ensure that all students are receiving appropriate intervention and progress monitoring.

We conducted some professional learning for staff that included clear expectations for application/implementation. We have not been able to offer all professional learning sessions that we planned, but we will continue through January 2024. Standard operating procedure (SOP)/check for understanding (CFU) training was offered to staff as a refresher so that all presenters are more skilled. Use of SOPs, CFUs, and walkthroughs will help us monitor the consistency, application, and implementation of adult learning.

We have begun to develop systems to collect, monitor, and analyze rigorous coursework and academic performance data down to the classroom level. This work needs to continue through November 2023.

We procured a system to collect, monitor, and analyze social-emotional well-being data down to the classroom level. This work needs to continue through November 2023.

We created a calendar of professional learning on the implementation of PBIS with fidelity. This work needs to be continued through June 2024. (The calendar through January 2024 was completed.)

The plan needed to provide more professional learning on strategies that increase accessibility of all students in regular classroom settings. This work continues through November 2023.

The implementation of Tier 2 and 3 academic interventions with fidelity continues through June 2024.

**A** | **ACT: Revise or continue with implementation based on data analysis**

**What will you change about your plan for the next quarter?**

After reviewing our data, it was determined that several of the action steps needed more time than originally planned to better align with other work in the plan. As a result, we will extend the timelines for creating the professional learning calendar, developing the methodology to measure the implementation

of strategies, and developing the PLC model for all CSI schools. We will have more frequent check-ins with work groups to ensure that timelines are being met.