

Aldrich Intermediate School
2022 - 2023

Principal: Joe Vrydaghs

Address: 1859 Northgate Drive Beloit, WI 53511

Leadership Team Members		
Name	Position/Role	Years at Current School
Joe Vrydaghs	Building Principal	6
Sinem Bertling	Assistant Principal (6-7-8)	2
Sheila Marshall	Assistant Principal (4/5)	1 (4)
Tim Vedra	6th Grade	6
Lisa Reshkus	Specials/Electives (Music)	6
Dan Lathrop	7th Grade	6
Jamie Niesen	DLI / ELL	2
Sara Mueller	5th Grade	6
Kayla Chambers	Academic Interventionist	2
Yvette Hansen	8th Grade	5
Cam Dary	STEM Coach	1
Dawn Raufman	Literacy Coach	1
Kurt Handrich	8th Grade / PBIS	6
Carolyn Lynch	4th Grade	6
Tamara Livingston	Special Education	5
Heidi Schildt	Student Services	6

Beliefs, Mission, Vision and Values

Beliefs

- Every child can learn; their individual differences are an asset and add value to our Aldrich community.
- Learning environments must provide safe, respectful, equitable spaces in which teaching and learning can occur.
- Although there exists a systemic resistance to equity, each Aldrich student must receive an equitable education.

Mission

To provide each of our unique students all they need in order to reach their full potential within a community of respect, compassion, and excellence.

Vision

All Aldrich students will become successful, resilient citizens who contribute positively to an ever-changing world.

Values

*Equity

*Respect

*Citizenship

*Diversity

*Responsibility

Motto: **GO BLUE!**

What's your school's reimagined story...

The Aldrich story is conceived in excellence and dedicated to the proposition that every child can learn.

Building on the strong foundation of our unique love, care, and support for one another and partnering with both our existing Aldrich Families and **diverse** Beloit community, we highly resolve to provide all of our students everything they need in order to reach their full potential and to the great, unfinished work that remains: To honor and value the individual differences manifested within our diverse student body, to create and maintain safe, respectful, and equitable classrooms in which our teachers and students can thrive, to establish meaningful relationships with all of our students, and to identify, empower, and equip truly representative student leaders for tangible, growth-oriented leadership opportunities. This is our story.

Continuous Improvement Plan Goals

Priority Area: Literacy SMARTE Goal

LITERACY:

- By June 2023, 80% of each grade level's students will achieve proficiency within their assigned portion of the RACER strategy as measured by the Aldrich RACER Rubric.

Priority Area: Mathematics SMARTE Goal

MATH:

- By June 2023, 80% of each grade level's students will achieve proficient levels of automaticity within their assigned "basic fact set" as measured by grade level specific, Aldrich common assessments.

Priority Area: School Culture SMARTE Goal

SCHOOL CULTURE:

- By June 2023, Aldrich will create a data-driven action plan in order to demonstrably improve classroom climate and culture throughout the 2023-24 school year.

CONTINUOUS IMPROVEMENT PLAN

LITERACY

Priority Area: Literacy SMART Goal:

- By June 2023, 80% of each grade level's students will achieve proficiency within their assigned portion of the RACER strategy as measured by the Aldrich RACER Rubric.

1.0 What are your key Equity Audit takeaways (2 - 3) related to Literacy?
<ul style="list-style-type: none">● More personalized and differentiated instruction<ul style="list-style-type: none">○ Differentiate operation and / or growth goals based on grade level○ Modify assessments and allow accommodations for our SWD.● Communication is vital: Parents want more, staff feel intimidated at times● Connect learning with student interest, culture, heritage, language, etc.● Increase staff understanding of cultural differences existing both between and within student demographic groups .
2.0 What are your key quantitative and qualitative data takeaways related to Literacy?
<ul style="list-style-type: none">● Achievement gaps exist between African-Americans and SWD and their Hispanic and Caucasain peers in general and specifically related to our 2021-22 Aldrich CIP literacy outcomes● Decreasing student tardiness and absences, while increasing attendance rate across all demographic groups will positively impact student achievement.
3.0 What 1 - 2 hypotheses / problems of practice from your Root Cause Analysis will you turn into action steps?
<ul style="list-style-type: none">● In the 2021-22 Literacy CIP, we did not administer formative assessments as summative assessments based on student interest & reading level that could at any time demonstrate final student proficiency in the Reading CIP goal.
Theory of Action Statement:
<ul style="list-style-type: none">● IF we administer formative assessments as summative assessments that could at any time demonstrate final student proficiency in the Reading CIP goal● USING assessments based on student interests and personalized reading levels● THEN WE WILL increase the number of students meeting their grade level proficiency, achieve our overall Literacy CIP goal, and dramatically increase the ability of our students to closely read, understand, and summarize text.

LITERACY SMART E Goal (Annual Growth):

Evidenced-Based Improvement Actions / Strategies (2 - 3)	Equity Area Targeted Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator	Funding Source (Title I - IV or other)
<p>1. DIFFERENTIATION</p> <p>*Student Interest: *Develop a rotation of formative assessments based on student interest & reading level that are staggered & appropriately spaced throughout the year & that can demonstrate final proficiency at any time.</p> <p>*4th Grade: *Goal-Demonstrate proficiency in R-Reword the Question *(RACER) *Extension Goals: 1) Demonstrate Proficiency in A-Answer the Question 2) Demonstrate Proficiency in C-Cite Evidence 3) Demonstrate Proficiency in E-Explain and Elaborate 4) Demonstrate Proficiency in R-Recap</p> <p>*5th Grade: *Goal-Demonstrate proficiency in R-Reword the Question and A-Answer the Question *(RACER) *Extension Goals: 1) Demonstrate Proficiency in C-Cite Evidence 2) Demonstrate Proficiency in E-Explain and Elaborate 3) Demonstrate Proficiency in R-Recap</p>	<p>*Differentiation</p> <p>*Student Interest and engagement</p>	<p>*Initial Training Presentation on Friday, November 4, during the AM building PD time.</p> <p>*Mid-Year Data Dive, Goal Review and adjustment of practice on Friday, January 20, during the AM building PD time.</p>	<p>*From the formative assessments and the EOY summative assessment we will discover the total number of each grade level achieving proficiency.</p> <p>*Timely, up-to date, complete, and accurate data entry / record keeping.</p> <p>*If we achieve our CIP goal we will consider our plan a success with which we adequately addressed the root cause and solved our problem of practice.</p>	<ul style="list-style-type: none"> • Building Budget • Title I Budget

***6th Grade:**

*Goal-Demonstrate proficiency in R-Reword the Question, A-Answer the Question, and C-Cite the Evidence.

***(RACER)**

*Extension Goals:

- 1) Demonstrate Proficiency in C-Cite Evidence
- 2) Demonstrate Proficiency in E-Explain and Elaborate
- 3) Demonstrate Proficiency in R-Recap

***7th Grade:**

*Goal-Demonstrate proficiency in R-Reword the Question, A-Answer the Question, C-Cite the Evidence, and E-Explain and Elaborate

***(RACER)**

*Extension Goals:

- 1) Demonstrate Proficiency in R-Recap

***8th Grade:**

*Goal-Demonstrate proficiency in R-Reword the Question, A-Answer the Question, C-Cite the Evidence, E-Explain and Elaborate, and R-Recap.

***(RACER)**

*Extension Goals:

- 1) Apply the RACER strategy to Constructed Response, Forward exam practice items.

***Students with Disabilities (SWD):**

*Goal-Demonstrate proficiency according to grade level expectation.

*In collaboration with the grade level Special Education Teacher, modify instruction, practice and/or assessment in order to provide personalized access to grade level goal expectations

2. INTEGRATING WRITING STRATEGIES ACROSS ALL CONTENT AREAS

[Using Writing Across the Content Areas](#)

- *Constructed Response
- *RACER strategy

***Core Subjects:**

- *ELA, Math, Science, Social Studies
- *Constructed Responses:
- *Written Responses

***Outside of Core Subjects:**

- *All Elective and Specials Classes
- *Constructed Responses:
 - *Verbally / Orally
 - *RACER written response strategy revised in order to support oral summaries and review during the succinct closing of a lesson.
 - *(R-Reword the question) What important question did today's lesson answer?
 - *(A-Answer the Question) How did today's lesson answer our important question?
 - *(C-Cite the Evidence) What did we do or say during today's lesson proves your answer?
 - *(E-Explain and Elaborate) "How do those words and actions prove that today's lesson is about...?"
 - *(R-Recap) In your own words, summarize the entire lesson using the RACER strategy.

3. COACHING

- *Voluntary Mini Coaching Cycles covering Best Practice Instructional Strategies for teaching writing across the content areas.

Parent / Family Engagement Strategies for SMARTE Goal: LITERACY			
Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement Documentation
Open invitation to all Parents, Families, and Guardians to visit Aldrich	<ul style="list-style-type: none"> ● Parents ● Building Administrators ● Staff 	<ul style="list-style-type: none"> ● Attendance Numbers ● Survey Feedback/Data 	<ul style="list-style-type: none"> ● Survey Forms ● Parent communications ● Sign-in forms
Relevant Presentations, Training, and Learning Opportunities offered to all Aldrich Parents, Families, and Guardians. <ul style="list-style-type: none"> ● Title 1/CIP presentation <ul style="list-style-type: none"> ○ BTS Night and other School Events <ul style="list-style-type: none"> ■ Q & A / Feedback ○ Post on Aldrich Website ○ Blackboard ○ Spanish and English documents and F2F interpreters present ○ Video Presentation Shared out to all families ● Others TBD 	<ul style="list-style-type: none"> ● Parents ● Community Members/Partners, ● Aldrich Facebook Coordinators ● District Communication Coordinators ● Building Administrators 	<ul style="list-style-type: none"> ● Attendance Numbers ● Survey Feedback/Data 	<ul style="list-style-type: none"> ● Survey Forms ● Parent communications ● Sign-in forms
Implement Easily Accessible, Relevant Channels of Communication for all Family Engagement Opportunities and Events <ul style="list-style-type: none"> ● Blackboard Messenger ● SMORE Newsletter ● Partnership with BDN ● Skyward Emails/Notifications ● Social Media / Facebook <ul style="list-style-type: none"> ○ Monthly post from each grade level <ul style="list-style-type: none"> ■ Updates ■ Progress ● Coffee with the Principal <ul style="list-style-type: none"> ○ Virtual and F2F Options ○ Share progress and provide updates ○ Q & A format ○ Third Friday of each Month (9:00am-9:45am) 	<ul style="list-style-type: none"> ● Parents ● Community Members/Partners ● Staff ● Aldrich & District Facebook Coordinators ● Building Administrators 	<ul style="list-style-type: none"> ● Facebook “likes” and postings. ● Attendance numbers ● Anecdotal feedback from participants in F2F interactions. ● Quantitative feedback gathered through family surveys. 	<ul style="list-style-type: none"> ● Attendance data ● Post meeting reflections <ul style="list-style-type: none"> ○ Administrators ○ Participants ● Facebook Data
Relevant Presentations, Training, and Learning Opportunities to all Aldrich Staff regarding effective communication with families/guardians. <ul style="list-style-type: none"> ● 45 minute training module entitled, “Building Efficacy in Transformative Family Communication’s during “Building PD Days” (August 29 and 30). 			

LITERACY

Progress Monitoring including Evidence / Source

(Document your school's progress throughout the year)

Term	Evidence-Based Improvement Strategy	Data	State Adjustment or Maintenance of Effort
<p>Term 1</p>	<ol style="list-style-type: none"> 1. A System / Plan of implementation and progress monitoring for the Aldrich school-wide implementation of the RACER strategy of Constructed Response. 2. This will be developed primarily by the Literacy Coach with support from ELA teachers and Leadership Team and will include: <ol style="list-style-type: none"> a. Baseline Data, progress monitoring, Exit and Post-test assessments <ol style="list-style-type: none"> i. Diagnostic Assessments administered by ELA teachers b. 3-5 Tiered levels of differentiated content aligned to baseline and ongoing progress monitoring data <ol style="list-style-type: none"> i. First 2 components of the RACER strategy ii. Other components of the RACER strategy for students showing mastery. c. Framework of school-wide practice and Progress Monitoring embedded into all disciplines. <ol style="list-style-type: none"> i. Strategies for implementation of RACER strategy across all non-ELA disciplines <ol style="list-style-type: none"> 1. PE, Music, Science, Soc. St. etc. d. Integration of Student Goal Setting, self-assessment, and milestone recognition e. A framework of grade level standard instruction within which the integration of RACER strategies are aligned as appropriate learning progressions..NOT as remediated instruction. f. Professional Development content and calendar for implementation of school-wide "RACER Strategy of Constructed Response." 	<ol style="list-style-type: none"> 1. The plan, in document form, detailing our school-wide implementation and progress monitoring of the RACER strategy. 2. The plan, in document form, detailing our school-wide implementation and progress monitoring of the RACER strategy.. <ol style="list-style-type: none"> a. Results of all student pre, mid, and post test assessments. 	
<p>Term 2</p>	<ol style="list-style-type: none"> 1. Building level, Professional Development delivered by Literacy coach with support of ELA teachers, STEM Coach, and admin. 2. Phase 1 implementation of the Aldrich, school-wide "RACER Strategy of Constructed Response," plan. 3. Implementation of the PLC+ model with emphasis on the driving PLC+ question, "How do we move learning forward?" 	<ol style="list-style-type: none"> 1. The PD calendar, slide deck and resources necessary for each scheduled all staff PD workshop and a record of those participating in it. 2. Results of all student pre test assessments. 	

		3. Results of both staff and student self-assessments	
Term 3	1. Phase 1 and Phase 2 implementation of the Aldrich, school-wide “RACER Strategy of Constructed Response,” plan.	1. The PD calendar, slide deck and resources necessary for each scheduled all staff PD workshop and a record of those participating in it. 2. Results of all student mid and post test assessments. 3. Results of both staff and student self-assessments	
Summative	1.		

CONTINUOUS IMPROVEMENT PLAN

MATH

Priority Area: Mathematics SMARTe Goal:

- By June 2023, 80% of each grade level’s students will achieve proficient levels of automaticity within their assigned “basic fact set” as measured by grade level specific, Aldrich common assessments.

1.0 What are your key Equity Audit takeaways (2 - 3) related to Math?
<ul style="list-style-type: none"> ● More personalized and differentiated instruction <ul style="list-style-type: none"> ○ Differentiate operation and / or growth goals based on grade level ○ Modify assessments and allow accommodations for our SWD.
<ul style="list-style-type: none"> ● Communication is vital: Parents want more, staff feel intimidated at times ● Connect learning with student interest, culture, heritage, language, etc.
<ul style="list-style-type: none"> ● Increase staff understanding of cultural differences existing both between and within student demographic groups .
2.0 What are your key quantitative and qualitative data takeaways related to Math?
<ul style="list-style-type: none"> ● Achievement gaps exist between African-Americans and SWD and their Hispanic and Caucasain peers in general and specifically related to our 2021-22 Aldrich CIP Math outcomes

- Decreasing student tardiness and absences, while increasing attendance rate will positively impact student achievement.

3.0 What 1 - 2 hypotheses / problems of practice from your Root Cause Analysis will you turn into action steps?

- In the 2021-22 Math CIP, we created and implemented a “one size fits all” plan throughout all grade levels.

Theory of Action Statement:

- IF** we develop a plan for fact fluency acquisition
- USING** differentiation strategies appropriate to fact fluency acquisition across and within all grade levels
- THEN WE WILL** increase the number of students meeting their grade level proficiency, achieve our overall Math CIP goal, and dramatically increase the ability of all students to quickly and accurately apply foundational mathematical processes to increasingly complex mathematical operations.

MATH SMARTE Goal (Annual Growth):

Evidenced-Based Improvement Actions and Strategies	Equity Area Targeted Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator	Funding Source (Title I - IV or other)
<p>1. DIFFERENTIATION</p> <p>*4th and 5th Grade: *BOY: Automaticity / Fact fluency in addition of whole numbers between 0 and 12. *Extensions: 1) Automaticity / Fact fluency in subtraction of whole numbers between 0 and 15. 2) Automaticity / Fact Fluency in multiplication of whole numbers between 0 and 12. 3) Automaticity / Fact Fluency in division using divisors between 1 and 12 and dividends between 0 and 144. 4) Automaticity / Fact fluency in addition and subtraction of negative integers between -12 and 12 5) Automaticity / Fact Fluency in multiplication of positive and negative integers between 0 and 12. 6) Automaticity / Fact fluency in addition and subtraction of fractions with like denominators 7) Automaticity / Fact fluency in the conversion of improper fractions into mixed numbers.</p>	<p>1. Differentiation</p> <p>2. Student Interest and engagement</p> <p>3. Standards-Based Instruction</p> <p>*Automaticity in Basic Operations is captured within our grade level standards.</p> <p>*Standards-based instruction ensures equity through equally rigorous, standards-based learning targets for all students.</p>	<p>*Initial Training Presentation on Friday, November 4, during the AM building PD time.</p> <p>*Mid-Year Data Dive, Goal Review and adjustment of practice on Friday, January 20, during the AM building PD time.</p>	<p>*From the formative assessments and the EOY summative assessment we will discover the total number of each grade level achieving proficiency.</p> <p>*If we achieve our CIP goal we will consider our plan a success with which we adequately addressed the root cause and solved our problem of practice.</p> <p>*Proficiency across all grade levels demonstrated by *Achieving 80% mastery of automaticity in grade level specific, basic operations OR *Demonstrating an increase of at least 50% between the pre and post test scores.</p>	<ul style="list-style-type: none"> Building Budget Title I Budget

***6th-7th-8th Grade:**

***BOY: Automaticity / Fact Fluency in multiplication of whole numbers between 0 and 12.**

***Extensions:**

- 1) Automaticity / Fact Fluency in division using divisors between 1 and 12 and dividends between 0 and 144.
- 2) Automaticity / Fact fluency in addition and subtraction of negative integers between -12 and 12
- 3) Automaticity / Fact Fluency in multiplication of positive and negative integers between 0 and 12.
- 4) Automaticity / Fact fluency in addition and subtraction of fractions with like denominators
- 5) Automaticity / Fact fluency in the conversion of improper fractions into mixed numbers.
- 6) Automaticity / Fact fluency in the addition of decimals between 0.0 and 10.0.

2. HIGHLY ENGAGING INSTRUCTIONAL STRATEGIES

- [Strategies for Teaching Automaticity of Math Facts](#)
 - *Count-By Method
 - *Time-Delay Method
 - *Strategy Instruction
 - *Drawing
 - *Manipulatives
- [Automaticity:Facts 1-12](#)

3. COACHING

- Voluntary Mini Coaching Cycles covering Best Practice Instructional Strategies for teaching automaticity in basic facts.

Parent / Family Engagement Strategies for SMARTE Goal: MATH			
Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement Documentation
<ul style="list-style-type: none"> ● Open invitation to all Parents, Families, and Guardians to visit Aldrich 	<ul style="list-style-type: none"> ● Parents ● Building Administrators ● Staff 	<ul style="list-style-type: none"> ● Attendance Numbers ● Survey Feedback/Data 	<ul style="list-style-type: none"> ● Survey Forms ● Parent communications ● Sign-in forms
<p>Relevant Presentations, Training, and Learning Opportunities offered to all Aldrich Parents, Families, and Guardians.</p> <ul style="list-style-type: none"> ● Title 1/CIP presentation <ul style="list-style-type: none"> ○ BTS Night and other School Events <ul style="list-style-type: none"> ■ F2F Q & A / Feedback ○ Post on Aldrich Website ○ Blackboard ○ Spanish and English documents and F2F interpreters present ○ Video Presentation Shared out to all families ● Others TBD 	<ul style="list-style-type: none"> ● Parents ● Community Members/Partners, ● Aldrich Facebook Coordinators ● District Communication Coordinators ● Building Administrators 	<ul style="list-style-type: none"> ● Attendance Numbers ● Survey Feedback/Data 	<ul style="list-style-type: none"> ● Survey Forms ● Parent communications ● Sign-in forms
<p>Implement Easily Accessible, Relevant Channels of Communication for all Family Engagement Opportunities and Events</p> <ul style="list-style-type: none"> ● Blackboard Messenger ● SMORE Newsletter ● Partnership with BDN ● Skyward Emails/Notifications ● Social Media / Facebook <ul style="list-style-type: none"> ○ Monthly post from each grade level <ul style="list-style-type: none"> ■ Updates ■ Progress ● Coffee with the Principal <ul style="list-style-type: none"> ○ Virtual and F2F Options ○ Q & A Format ○ Share progress and provide updates ○ Third Friday of each Month (9:00am-9:45am) 	<ul style="list-style-type: none"> ● Parents ● Community Members/Partners ● Staff ● Aldrich & District Facebook Coordinators ● Building Administrators 	<ul style="list-style-type: none"> ● Facebook “likes” and postings. ● Attendance numbers ● anecdotal feedback from participants. ● Quantitative feedback gathered through family surveys. 	<ul style="list-style-type: none"> ● Attendance data ● Post meeting reflections <ul style="list-style-type: none"> ○ Administrators ○ Participants ● Facebook Data
<p>Relevant Presentations, Training, and Learning Opportunities to all Aldrich Staff regarding effective communication with families/guardians.</p> <ul style="list-style-type: none"> ● 45 minute training module entitled, “Building Efficacy in Transformative Family Communication’s during “Building PD Days” (August 29 and 30). 			

MATH

Progress Monitoring including Evidence / Source (Document your school’s progress throughout the year)

Term	Evidence-Based Improvement Strategy	Data	State Adjustment or Maintenance of Effort
Term 1	<ol style="list-style-type: none"> 1. Create the Aldrich, school-wide “Development of Automaticity in Basic Operations,” plan of implementation and progress monitoring. 2. This will be developed primarily by the STEM Coach (with support from math teachers and the Leadership Team) and will include: <ol style="list-style-type: none"> g. Baseline Data, progress monitoring, Exit and Post-test assessments <ol style="list-style-type: none"> i. Diagnostic Assessments administered by Math teachers h. 3-5 Tiered levels of differentiated content aligned to baseline and ongoing progress monitoring data <ol style="list-style-type: none"> i. Multiplication facts 1-12 ii. Division facts 1-12 iii. Multiplication and Division facts using negative integers iv. Other foundational operations based on importance of automaticity/recall i. Integration of Student Goal Setting, self-assessment, and milestone recognition j. Calendar and Schedule of school-wide practice and Progress Monitoring embedded into Academic Lab and Advisory classes k. A framework of grade level standard instruction within which our strategies of automaticity and recall are aligned as appropriate learning progressions..NOT as remediated instruction. l. Professional Development content and calendar for implementation of school-wide “Development of Automaticity in Basic Operations” 	<ol style="list-style-type: none"> 1. The plan, in document form, detailing our school-wide implementation and progress monitoring of Automaticity/Recall in basic mathematical operations. 2. The plan, in document form, detailing our school-wide implementation and progress monitoring of the RACER strategy. <ol style="list-style-type: none"> a. Results of all student pre, mid, and post test assessments. 	
Term 2	<ol style="list-style-type: none"> 1. Building level, Professional Development delivered by STEM coach with support of math teachers, Lit Coach, and admin. 2. Phase 1 implementation of the Aldrich, school-wide “Development of Automaticity in Basic Operations,” plan. 	<ol style="list-style-type: none"> 1. The PD calendar, slide deck and resources necessary for each scheduled all staff PD workshop and a record of those participating in it. 	

		<ol style="list-style-type: none"> Results of all student pre test assessments. Results of both staff and student self-assessments 	
Term 3	<ol style="list-style-type: none"> Phase 1 and Phase 2 implementation of the Aldrich, school-wide “Development of Automaticity in Basic Operations,” plan. 	<ol style="list-style-type: none"> The PD calendar, slide deck and resources necessary for each scheduled all staff PD workshop and a record of those participating in it. Results of all student mid and post test assessments. Results of both staff and student self-assessments 	
Summative	<ol style="list-style-type: none"> 		

CONTINUOUS IMPROVEMENT PLAN

SCHOOL CULTURE

Priority Area: School Culture SMARTE Goal:

- By June 2023, Aldrich will create a data-driven action plan in order to demonstrably improve classroom climate and culture throughout the 2023-24 school year.

1.0 What are your key Equity Audit takeaways (2 - 3) related to School Climate?
<ul style="list-style-type: none"> Increase communication regarding “student progress” with both students and parents. Students are not developing enough strong, mutually respectful relationships with their peers.
2.0 What are your key quantitative and qualitative data takeaways related to School Climate?
<ul style="list-style-type: none"> Decreasing student tardiness and absences, while increasing attendance rate will positively impact school climate.
3.0 What 1 - 2 hypotheses / problems of practice from your Root Cause Analysis will you turn into action steps?
<ul style="list-style-type: none"> We did not create nor did we conduct a student survey that captured students’ perceptions of teacher behaviors and that paralleled the “Teacher Behaviors Persistence Survey” which we did administer to our teachers in order to capture our teachers’ perceptions of their own behaviors.
Theory of Action Statement:
<ul style="list-style-type: none"> IF we develop a plan to improve classroom culture USING data generated from student perspectives as well as staff perspectives

- **THEN WE WILL** improve classroom culture & create respectful, meaningful relationships between and among our students.

SCHOOL CULTURE SMARTE Goal (Annual Growth):

Evidenced-Based Improvement Actions / Strategies (2 - 3)	Equity Area Targeted Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator	Funding Source (Title I - IV or other)
<p>1. Data Driven and Informed Action Plan</p> <ul style="list-style-type: none"> We will capture the data necessary to create an action plan during the 2022-23 School Year designed to improve classroom climate and culture. <p>2. Empathy Interview approach to “Staff Perception of Teacher Behaviors.”</p> <ul style="list-style-type: none"> Create a parallel student survey to the “Staff Perception of Teacher Behaviors” Compare responses and analyze all gaps Create a 2023-24 plan to improve classroom culture. 	<ul style="list-style-type: none"> Increased communication between teacher and student and teacher and parent/guardians Increase staff awareness of student perspectives as well as cultural differences between and within student demographic groups. 	<ul style="list-style-type: none"> Initial Training Presentation on Friday November 4, during the AM building PD time. Mid-Year Data Dive, Goal Review and adjustment of practice on Friday, January 20, during the AM building PD time. 	<ul style="list-style-type: none"> We will develop a plan that creates a parallel student survey to the “Staff Perception of Teacher Behaviors” Compare responses and analyze all gaps Create a vision for classroom culture to enact in 2023-24. 	<ul style="list-style-type: none"> Building Budget Title 1

Parent / Family Engagement Strategies for SMARTE Goal: SCHOOL CULTURE

Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement Documentation
<p>1. Open invitation to all Parents, Families, and Guardians to visit Aldrich</p>	<ul style="list-style-type: none"> Parents Building Administrators Staff 	<ul style="list-style-type: none"> Attendance Numbers Survey Feedback/Data 	<ul style="list-style-type: none"> Survey Forms Parent communications Sign-in forms
<p>2. Relevant Presentations, Training, and Learning Opportunities offered to all Aldrich Parents, Families, and Guardians.</p> <ul style="list-style-type: none"> Title 1/CIP presentation <ul style="list-style-type: none"> BTS Night and other School Events <ul style="list-style-type: none"> F2F Q & A / Feedback Post on Aldrich Website Blackboard Spanish and English documents and F2F interpreters present Video Presentation Shared out to all families Others TBD 	<ul style="list-style-type: none"> Parents Community Members/Partners, Aldrich Facebook Coordinators District Communication Coordinators Building Administrators 	<ul style="list-style-type: none"> Attendance Numbers Survey Feedback/Data 	<ul style="list-style-type: none"> Survey Forms Parent communications Sign-in forms
<p>3. Implement Easily Accessible, Relevant Channels of Communication for all Family Engagement Opportunities and Events</p> <ul style="list-style-type: none"> Blackboard Messenger SMORE Newsletter Partnership with BDN Skyward Emails/Notifications 	<ul style="list-style-type: none"> Parents Community Members/Partners Staff Aldrich & District Facebook Coordinators 	<ul style="list-style-type: none"> Facebook “likes” and postings. Attendance numbers Anecdotal feedback from participants. 	<ul style="list-style-type: none"> Attendance data Post meeting reflections Administrators Participants Facebook Data

<ul style="list-style-type: none"> ● Social Media / Facebook <ul style="list-style-type: none"> ○ Monthly post from each grade level <ul style="list-style-type: none"> ■ Updates ■ Progress ● Coffee with the Principal <ul style="list-style-type: none"> ○ Virtual and F2F ○ Q & A Format ○ Share progress and provide updates ○ Third Friday of each Month (9:00am-9:45am) 	<p>* Building Administrators</p>	<p>* Quantitative feedback gathered through family surveys.</p>	
<p>4. Relevant Presentations, Training, and Learning Opportunities to all Aldrich Staff regarding effective communication with families/guardians.</p> <ul style="list-style-type: none"> ● 45 minute training module entitled, “Building Efficacy in Transformative Family Communication’s during “Building PD Days” (August 29 and 30). 	<p>* Administration *Staff</p>	<p>* Creation, Implementation, and delivery of a training module entitled, “Building Efficacy in Transformative Family Communication’s during “Building PD Days” (August 29 and 30), to all staff.</p>	<p>* Slide Deck from the presentation</p>

SCHOOL CULTURE

Progress Monitoring including Evidence / Source (Document your school’s progress throughout the year)

Term	Evidence-Based Improvement Strategy	Data	State Adjustment or Maintenance of Effort
Term 1	1. Leadership Team review of the “Staff Perception of Teacher Behaviors.” equity audit survey.	1. Feedback from Leadership Team captured in a Response/Analyzation Document.	
Term 2	1. Creation of a parallel student survey to the “Staff Perception of Teacher Behaviors”	1. The new, parallel student survey completed through the use of a Google Form document	
Term 3	1. Delivery of the new student survey, “Student Perceptions of Teacher Behaviors” 2. Compare responses and analyze all gaps between the “Staff Perception of Teacher Behaviors” to the newly developed, “Student Perceptions of Teacher Behaviors.” 3. Create a 2023-24 plan to improve classroom culture based on data	1. Feedback from Leadership Team captured in a Response/Analyzation Document comparing results between the two surveys. 2. The completed 2023-24 plan to improve classroom culture based on data from an analytical comparison between	

	from an analytical comparison between responses from the two surveys (this will be the summer 2023-24 work of the Leadership Team as we prepare our 2023-24 CIP)	responses from the two surveys.	
Summative	<ol style="list-style-type: none"> 1. Leadership Team review of the “Staff Perception of Teacher Behaviors.” equity audit survey. 2. Creation of a parallel student survey to the “Staff Perception of Teacher Behaviors” 3. Delivery of the new student survey, “Student Perceptions of Teacher Behaviors” 4. Compare responses and analyze all gaps between the “Staff Perception of Teacher Behaviors” to the newly developed, “Student Perceptions of Teacher Behaviors.” 5. Create a 2023-24 plan to improve classroom culture based on data from an analytical comparison between responses from the two surveys (this will be the summer 2023-24 work of the Leadership Team as we prepare our 2023-24 CIP). 	<ol style="list-style-type: none"> 1. Feedback from Leadership Team captured in a Response/Analyzation Document. 2. The new, parallel student survey completed through the use of a Google Form document. 3. Feedback from Leadership Team captured in a Response/Analyzation Document comparing results between the two surveys. 4. The completed 2023-24 plan to improve classroom culture based on data from an analytical comparison between responses from the two surveys. 	

School Title I Components Checklist

<ul style="list-style-type: none"> <input type="checkbox"/> Title I Parent Meeting <ul style="list-style-type: none"> <input type="checkbox"/> (Hyperlink Presentation) <input type="checkbox"/> (Hyperlink Invitation) <input type="checkbox"/> Meeting Date _____ <input type="checkbox"/> Meeting Time _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Title I Parent Engagement Plan (Areas Identified in CIP) <ul style="list-style-type: none"> <input type="checkbox"/> Hyperlink Website Link
<ul style="list-style-type: none"> <input type="checkbox"/> Title I Parent Compact <ul style="list-style-type: none"> <input type="checkbox"/> Compact Document (Hyperlink) <input type="checkbox"/> Return Rate Data (Hyperlink) 	<ul style="list-style-type: none"> <input type="checkbox"/> School to Home Communication occurs weekly using various modes in English and Spanish <ul style="list-style-type: none"> <input type="checkbox"/> Callout <input type="checkbox"/> Newsletter (Hyperlink) <input type="checkbox"/> Website <input type="checkbox"/> Weekly Classroom Communication via LMS or other means
<ul style="list-style-type: none"> <input type="checkbox"/> All families have access to the School District of Beloit's Family Handbook 	
<ul style="list-style-type: none"> <input type="checkbox"/> CIP Aligned Title I Budget Submitted 	
<ul style="list-style-type: none"> <input type="checkbox"/> Parent Surveys Conducted at least twice per year (Hyperlink Survey Data) <ul style="list-style-type: none"> <input type="checkbox"/> Parent Suggestion Box present in each school's Main Office 	<ul style="list-style-type: none"> <input type="checkbox"/> Families have access to DPI Teacher Certification information through school and district websites