

Julian Logic Model

SY 24-25



Our Logic Model Team



Christina Bultas

6-8 Spanish Teacher
& Department Chair



Rahwa Casselle

MTSS Interventionist



Adrienne Court

Associate Principal



Meribeth Duhem

Teaching Assistant



Nora Flynn

MTSS Interventionist



Nick Filipowski

Principal



DaWanda Fountain-Dotson

Associate Principal



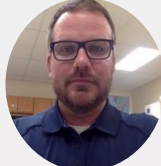
Sharon Gunnell

8th Grade Math Teacher
& Department Chair



Ashley Kannan

8th Grade Social Science
Teacher & Department Chair



Jason Morrell

7th Grade Science
Teacher & Department
Chair



Katie Trathen

8th grade Student Success
Coach & Department Chair



Tim Walsh

6-8 grade Design
Teacher &
Department Chair



Kate O'Keefe

6th grade ELA
Teacher &
Department Chair



Phil Swistowicz

6-8 grade Art
Teacher &
Department Chair

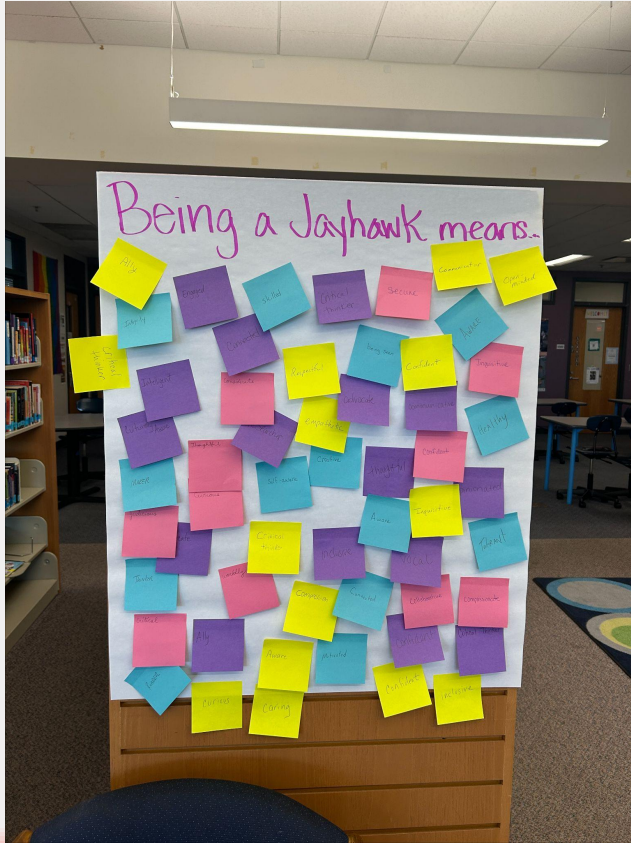
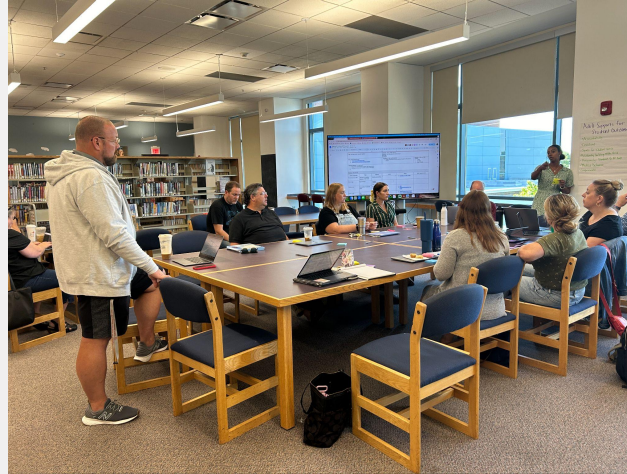
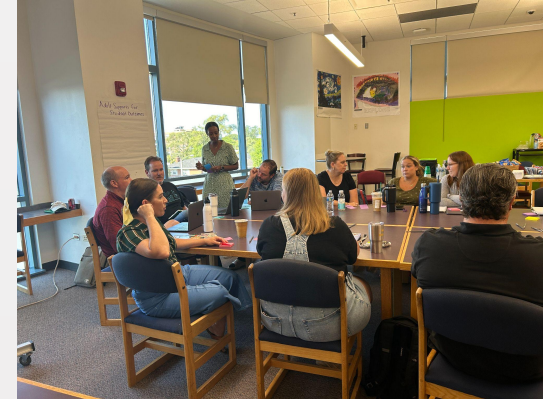


01

Our Goals

Like birds of a feather, **JAYHAWKS TOGETHER!**

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Retelling our story, **TOGETHER**



Community

Working on what is means to be a community and working TOGETHER. The way we respond to each other and demonstrate care.



School-Wide Expectations

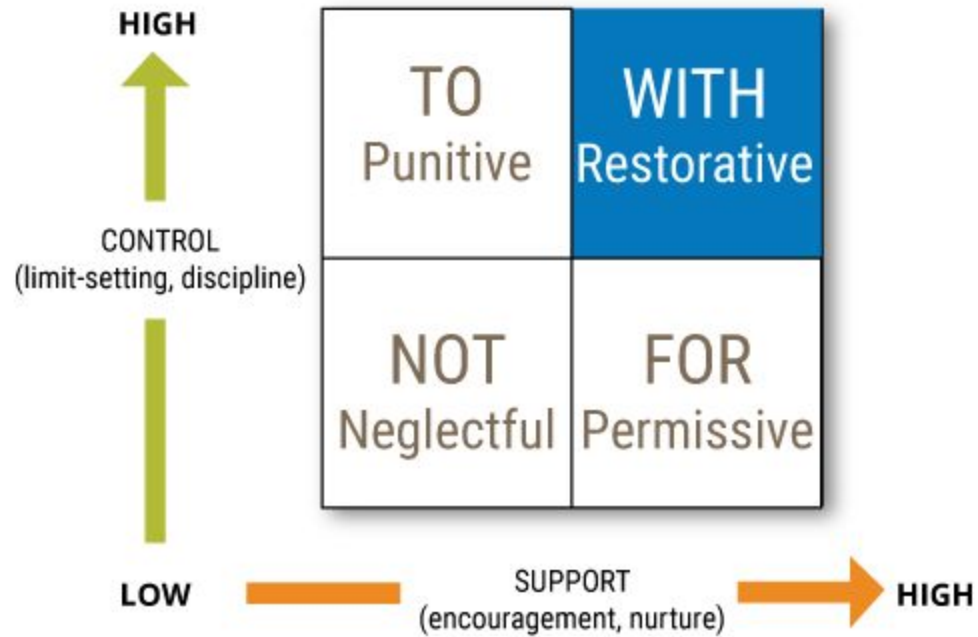
Implementation of consistent expectations for all in order to increase equitable practices.



Unexpected Behaviors

Creating a culture of curiosity when students are having a hard time. How do we learn what they are communicating?





Adapted by Paul McCold and Ted Wachtel

Belonging

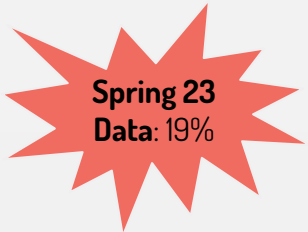
Spring 23
Data: 34%

GOAL: 37% responding favorably in the area of Sense of Belonging on the Panorama Survey

Strategies:

- Be clear with students about expectations to Be Respectful, Be Responsible and Be Safe
- Positively acknowledge students with Jay Bucks
- Roll out of circle discussions & student conferencing through advisory
- Monthly Cultural Celebrations coordinated by the Spirit Team
- Professional Development around Social Emotional Learning and creating a welcoming environment within the classroom
- Roll out of Teacher Led Restorative Remediation Sessions
- Student ambassadors to greet and provide tours to new students
- Creating consistency and accountability for expectations through highly supportive systems

Engagement



Spring 23
Data: 19%

GOAL: 22% responding favorably in the area of Student Engagement on the Panorama Survey

Strategies:

- Designing Lessons for all learners using the UDL Framework
- Student Engagement Survey Rollout and Data Analysis through advisory to drive instructional decisions within the classroom
- Provide Professional Development on best practices surrounding Curricular Design
- Utilization of student goal setting and self assessment to increase student voice and choice in their learning.

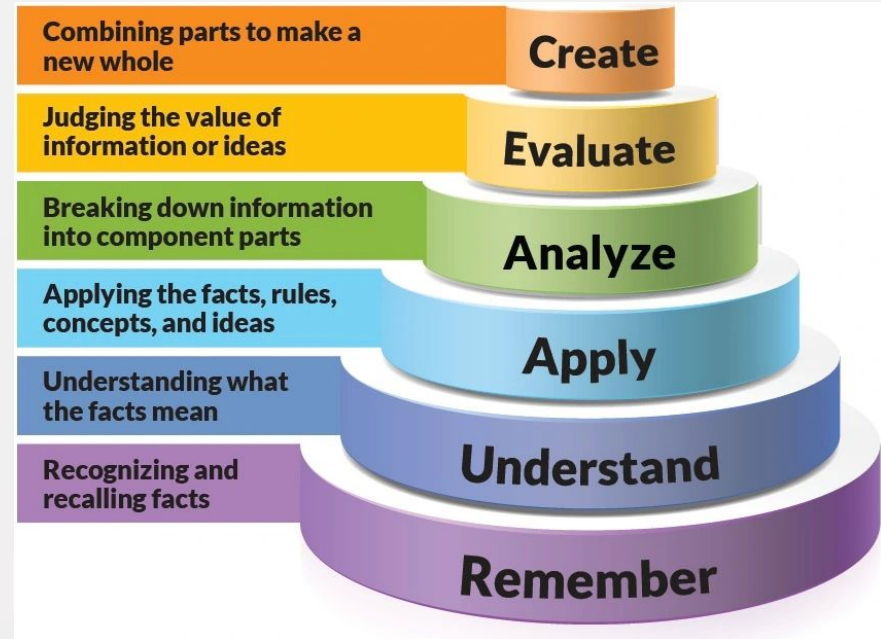


Maslow's Hierarchy of Needs (Belonging/Engagement)



According to Maslow, humans have five categories of needs: physiological, safety, love, esteem, and self-actualization

Bloom's Taxonomy (Math/ELA)



Bloom's Taxonomy is a framework for categorizing educational goals and assessing learning



IAR: Math Data and Goals

Year	5th	6th	7th	8th	% of Students meeting/ exceeding	Participation Rate	What am I learning?	Why am I learning this?	How will I know I've learned it?
SY25 Goal		55%	36%	42%	45%	100%	☐ I can identify students measuring at Tier 2 + Tier 3 levels in each of my classes.	☐ Knowing our students' attainment helps us plan for their learning.	☐ I have a list of my students at Tier 2 + Tier 3 levels for each of my classes.
2024	50%	31%	36.8%	42.1 %	36.8%	96.6%	☐ I can effectively group students in at least two different ways based on data.	☐ Collaborative, cooperative and supported grouping supports learning for all students.	☐ I have two different kinds of groupings I can implement this week and then reflect on their efficacy.
2023	45%	38%	35.8%	38%	37.3%	96.7%			



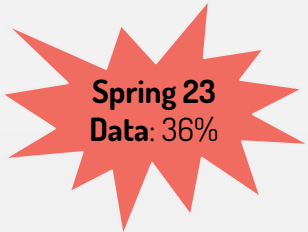
Illinois Assessment for Readiness (IAR) percent of students that met or exceeded on Math assessment in 2023 and 2024; Goals for students meeting or exceeding on IAR Mathematics assessment for SY25 are identified.



**Student Cohort - following the performance of the same group of students from one grade level to the next grade level
le: orange boxes show how the same group of students (cohort) performed in 6th grade , then in 7th grade and our goal for them in 8th grade



Math



Spring 23
Data: 36%

GOAL: 45% of the student population will be proficient in math as measured by IAR

Strategies:

- Design problems around real world scenarios that are connected to priority standards
- Utilize common language around the problem solving process
- Analysis of testing practices against best practices for MAP/IAR
- Provided professional development around math standards for data analysis so all students can engage in data analysis, examining graphs, charts, and tables in all subject areas.
- Engage students in mathematical thinking in all content areas

IAR: Reading Data and Goals

Year	5th	6th	7th	8th	% of Students meeting/exceeding	Participation Rate
SY25 Goal		64%	57%	47%	56%	100 %
2024	61%	54.1%	44.6%	53.8%	50.8%	97.5%
2023	47%	48.1%	38.2%	50.8%	45.4%	96.9%

Illinois Assessment for Readiness (IAR) percent of students that met or exceeded on Reading assessment in 2023 and 2024; Goals for students meeting or exceeding on IAR Mathematics assessment for SY25 are identified.

**Student Cohort - following the performance of the same group of students from one grade level to the next grade level

le: orange boxes show how the same group of students (cohort) performed in 6th grade , then in 7th grade and our goal for them in 8th grade

ELA

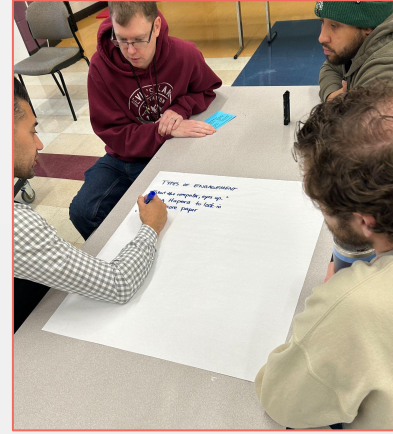
Spring 23
Data: 50%

GOAL: 56% of the student population will be proficient in ELA as measured by IAR

Strategies:

- Training and Implementation of best practice in writing instruction for ELA teachers
- Data analysis and collaboration of curricular resources between both middle schools
- Reflecting on and revising unit plans to ensure student-centered instruction
- Developing Common Language to be used cross curricularly
- Analysis of testing practices against best practices for MAP/IAR
- Professional Development for all subject area teachers focusing on increasing opportunities for writing in all classes.

Our team learns together.



Logic Team Leads
Super Teams
Data Dives
Department Collaborations

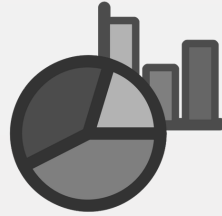
Members of the Logic Model Team presented at a staff meeting to engage all staff members in the 4 goal areas.

Next Steps



Professional Development

Ongoing professional development through Wednesday staff meetings and super team meetings.



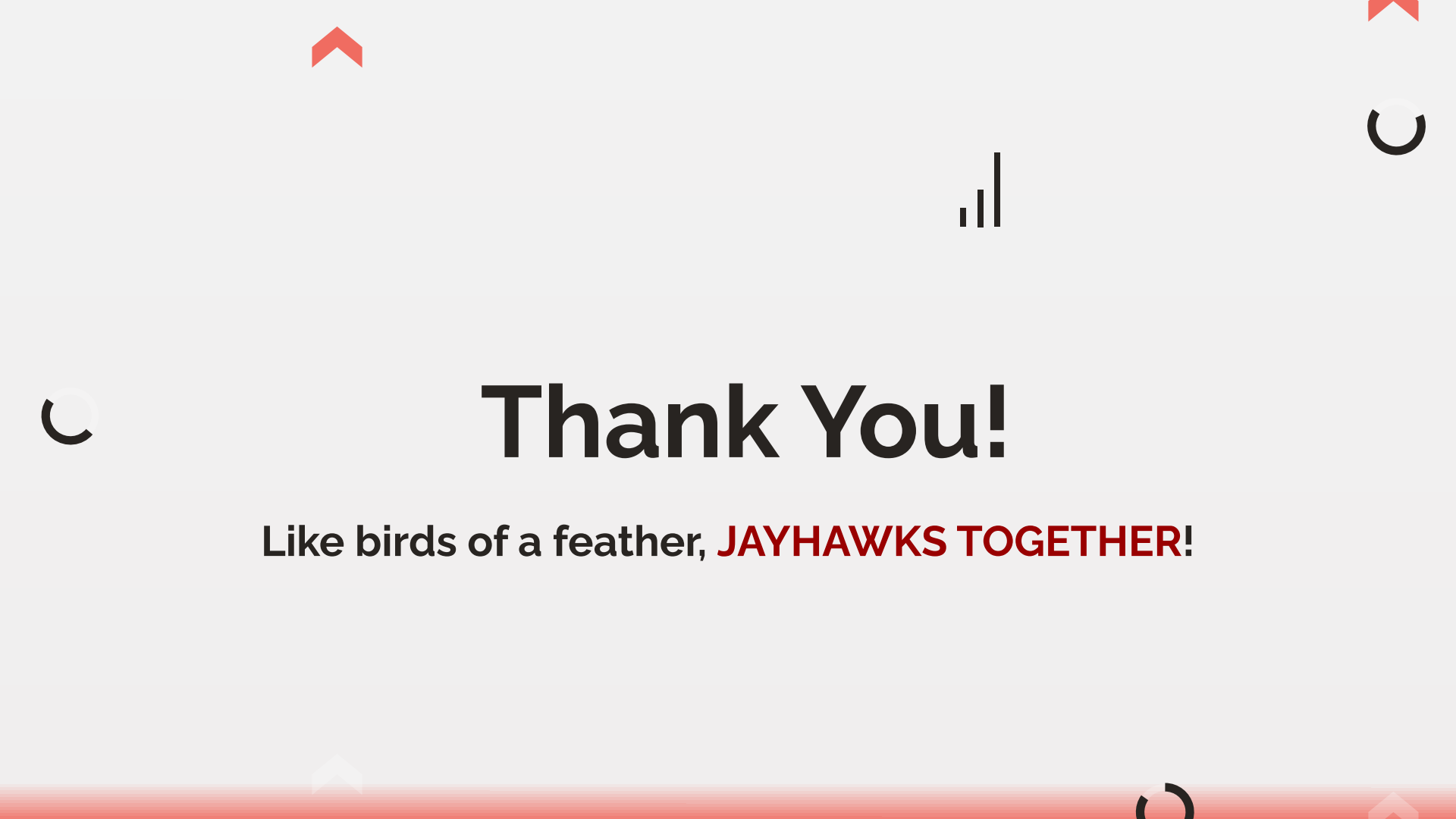
Data Dives

Teams will continue to progress monitor outputs connected to the actions identified by Logic Model and focal cohort progress



Sense of Belonging

Continuing to engage students to gather feedback to increase sense of belonging. (school store, raffles, and celebrations)



Thank You!

Like birds of a feather, **JAYHAWKS TOGETHER!**

