

Centering Student Experience Illustrative Scope & Sequence

Using Cultivate Data to Enhance Student Partnerships

August through June

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Centering Student Experience Overview

Students’ experiences of their school and classroom environments play a critical role in shaping their engagement, well-being, and learning, as well as their long-run educational outcomes. There is extensive research showing that students do their best learning and work in rigorous educational environments that recognize their strengths, are responsive to who they are, and respect and empower them as people and thinkers. These kinds of environments promote academic growth and foster a sense of belonging for all students. Research has also demonstrated the value of elevating student voices and partnering with them to create and sustain these impactful environments.

Having collected student feedback **using a tool like Cultivate means you have already started the process of centering student voice**. Your next steps will help you deepen your partnership with students and move toward a model where students can act as leaders in their education (see Student Voice Spectrum adapted by Chicago Public Schools).

STUDENT VOICE SPECTRUM ¹				
EXPRESSION	CONSULTATION	PARTICIPATION	PARTNERSHIP	LEADERSHIP
Volunteering opinions, creating art, celebrating, complaining, praising, objecting	Being asked for their opinion, providing feedback, serving on a focus group, completing survey	Attending meetings or events in which decisions are made, frequent inclusion when issues are framed and planned	Formalized role in decision making, standard operations require student involvement. Adults trained in how to work collaboratively with youth partners.	(Co)-planning, making decisions and accepting responsibility for outcomes, (co)-guiding group processes, student led activities, student led research

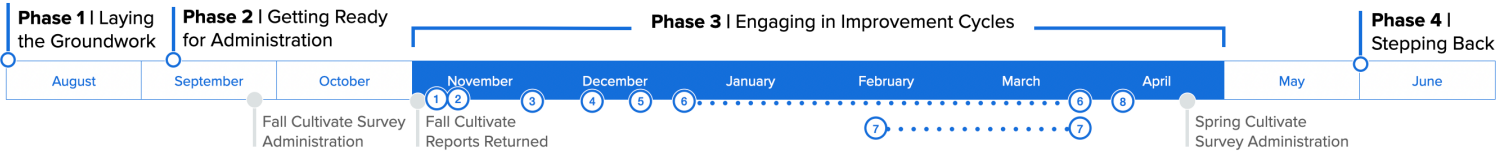
- ★ **Be sure to take the time necessary to build up to higher levels of student partnership and engagement.** While students must be included in this work to achieve the maximum results, it might not be possible to include them in every step of the process, and that’s okay! Start by prioritizing opportunities to share data with students (especially, ④ Participatory Data Analysis) and let them know about any practice shifts you are undertaking and why. Over time, you can continue to include them in more and more of the process. Keep in mind:
- Teachers may need time to acclimate to the practice of receiving feedback from their students and using it to adjust their practice. For example, you may want to complete one improvement cycle where teachers are provided with a dedicated space to work through their data and the feelings that come with it before inviting students into teacher team meetings.
 - Students will similarly need the opportunity to develop their own feedback-giving skills. They may never have been asked to weigh in on their classrooms or learning before, so taking on formal planning or decision-making roles may take time.

¹ Toshalis, E., & Nakkula, M. J. (2013). Motivation, Engagement, and Student Voice: Toolkit. *Jobs for the Future*.

Guide to the Scope & Sequence

This is an **illustrative scope and sequence** that is meant to help put Cultivate into the context of a year-long continuous improvement cycle. It imagines a school that is just getting started with Cultivate and sketches out the activities that they might implement. **Schools should adapt the scope and sequence – both the activities and the timeline – to fit their context** (examples in the back show some of the *many* ways schools have used Cultivate). None of these sessions or activities are required to meaningfully engage with the Cultivate survey or framework, and should not be seen as replacing improvement cycle planning that is already underway. They are simply suggestions. Take what you need, leave what you don't!

The hypothetical school-year this scope & sequence lays out is split into four phases of activity:



PHASE ONE | Laying the Groundwork

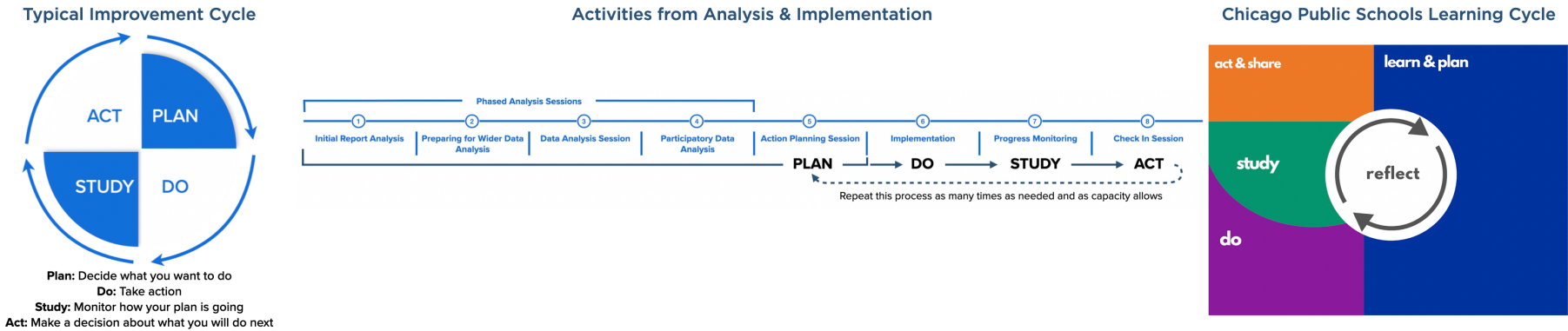
This phase is about laying the groundwork for the coming school year. Educators should reflect on previous years, create plans for professional learning, and begin the work of ensuring the necessary conditions exist for engaging with Cultivate data—this includes adopting principles for the productive use of Cultivate data and beginning discussion about the types of mindsets educators will need to take on this work.

PHASE TWO | Getting Ready for Administration

During this phase, educators make sure the whole school community is ready to administer the Cultivate survey. This doesn't only have to do with logistics, however. It also involves bringing students into the conversation both through opportunities for educators to build broader contextual understanding of their experiences and by enlisting their help and expertise in preparing for administration.

PHASE THREE | Engaging in Improvement Cycles

Educators and students partner in cycles of continuous improvement during this phase. As a result, it is where the bulk of the sessions and activities occur. On the following page you will see everything laid out in a timeline—and then more fully detailed on subsequent pages with information about who to involve, what to do, how long a session might be, resources to assist, and more—but this phase includes activities familiar to anyone engaged in continuous improvement work and could easily map onto a typical cycle (as shown below).



PHASE FOUR | Stepping Back

This phase is an opportunity to take a step back. At the end of the school year, educators should reflect on everything they have done and try to understand their work on Cultivate within the broader school context. This is also an moment to consider next steps for both summer and the coming school year.

Scope & Sequence | School Year at a Glance

Phase 1 | Laying the Groundwork

- WHY:** Prepare to use Cultivate in cycles of improvement during the coming school year and through the development of necessary conditions
- WHAT:**
- (If applicable) Analyze prior year's fall-to-spring Cultivate data to identify trends and inform strategic priorities
 - Ground stakeholders in the research, emphasizing relationships among learning conditions, beliefs, and outcomes
 - Develop/refine professional learning plans, incorporating strategies for hearing from and partnering with students

Phase 2 | Getting Ready for Administration

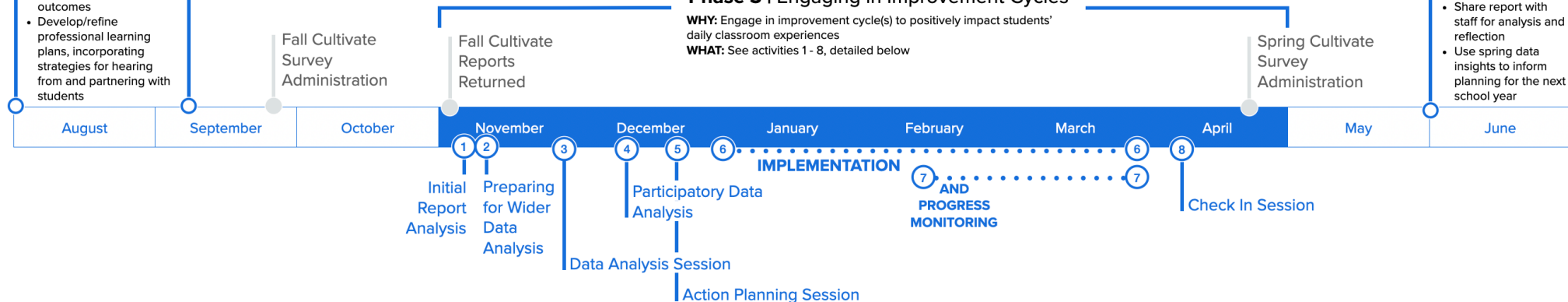
- WHY:** Begin the work of partnering with students both by preparing for successful Cultivate survey administration and through the initiation of ongoing structured conversations
- WHAT:**
- Use the two-month gap before survey administration to collect street-level data (e.g., empathy interviews, focus groups) to build contextual understanding
 - Engage students (e.g., Student Voice Committees) in the planning process
 - Consider what structures would be helpful for elevating student voice in classrooms and/or teacher team meetings (e.g., grade-level, content-area)
 - Prepare educators to administer the survey and message its purpose to students, emphasizing collaboration and partnership
 - Ensure they understand the value of giving honest feedback and how you plan to use it to drive classroom improvements
 - Develop shared definitions of partnership between adults and youth
 - Engage in self-reflection about the learning conditions in classrooms

Phase 3 | Engaging in Improvement Cycles

- WHY:** Engage in improvement cycle(s) to positively impact students' daily classroom experiences
- WHAT:** See activities 1 - 8, detailed below

Phase 4 | Stepping Back

- WHY:** Reflect on the process and efficacy of Cultivate informed improvement efforts
- WHAT:**
- Reflect on progress made throughout the year:
 - Assess growth in educator practices, relationships, and learning conditions
 - Identify strengths and areas for continued focus
 - Share report with staff for analysis and reflection
 - Use spring data insights to inform planning for the next school year



1	2	3	4	5	6	7	8
Initial Report Analysis	Preparing for Wider Data Analysis	Data Analysis Session	Participatory Data Analysis	Action Planning Session	Implementation	Progress Monitoring	Check In Session
WHO: Principal alone and with team leads LENGTH: 45 minutes	WHO: Principal with team leads WHERE: In a leadership meeting or one-on-one LENGTH: 30-45 minutes	WHO: Team leads and teachers WHERE: In a team meeting LENGTH: 45-60 minutes	WHO: Teachers and students WHERE: In class or with a group of students HOW LONG: Depends on plan	WHO: Team lead and teachers WHERE: In a team meeting HOW LONG: 30 minutes	WHO: Teachers and students HOW LONG: About an 8 week period	WHO: Teachers (independently and/or as a team) and students WHEN: Weeks 2-6 of implementation	WHO: Team lead and teachers WHERE: In a team meeting HOW LONG: 45-60 minutes
WHY: Review their report and begin the sense-making process before sharing data more widely WHAT: • Review report to answer the following: • What are the relevant data to current improvement work? • What is for now? • What is for later? • Where are you going to focus going forward? • Pick a learning condition to focus on for future improvement	WHY: Design a school-wide data analysis session that is meaningful and productive WHAT: • Share report or data summary (if not shared already) • Analyze and reflect on data • Engage in role play activity to prepare team leads for potential teacher responses • Discuss possible norms for analysis (will be co-created during Data Analysis Session)	WHY: Ensure educators are aware of students' experiences through the analysis of relevant Cultivate data and that they are prepared to engage in participatory data analysis WHAT: • Establish norms for analysis • (Optional) Have teachers engage in self-reflection prior to looking at Cultivate data • (Optional) Following self-reflection, fill out intention setting template • Present data using report or data summary • Explore data using reporting site prompts • Collect questions and curiosities • Plan for Participatory Data Analysis with students	WHY: Develop a deeper understanding of students' experiences, build partnerships with students, and ensure action planning is responsive to the needs of students WHAT: • Teacher follows plans for participatory data analysis determined during Data Analysis Session	WHY: Generate change ideas that are responsive to student feedback, both from Cultivate and participatory data analysis WHAT: • Teachers reflect on what was learned from students • Review Learning Condition Guide • Create action plan (these can be individual action plans or a single plan for the team) • This includes determining indicators of success	WHY: Enact change idea(s) to improve students' classroom experiences WHAT: • Teachers present plan to students, tell them how their feedback influenced the decisions, and confirm that meets their needs • Adjust as necessary • Implement according to action plan	WHY: Gauge the effectiveness of any implemented change idea(s) to inform next steps WHAT: Teachers check in on practice shifts and monitor predetermined indicators of success; for example: • Week 2: Reflect on action plan to determine if all changes are on track to be implemented • Week 4: Team lead and/or team members engage in targeted observations • Week 6: Follow up with students to collect qualitative data on implementation • Throughout: Monitor any quantitative or qualitative indicators of success	WHY: Act on information collected during progress monitoring and determine any next steps for continuous improvement WHAT: • Debrief observation checklist • Engage in fishbowl discussion about what teachers have been trying in their classrooms • All participants fill out template, share with group, ask questions, and give suggestions • Determine next steps, either: • Continue working on the same focal learning condition • Pivot to another learning condition

PHASE ONE: LAYING THE GROUNDWORK

Why
Prepare to use Cultivate in cycles of improvement during the coming school year and through the development of necessary conditions

When
August | In preparation for the school year

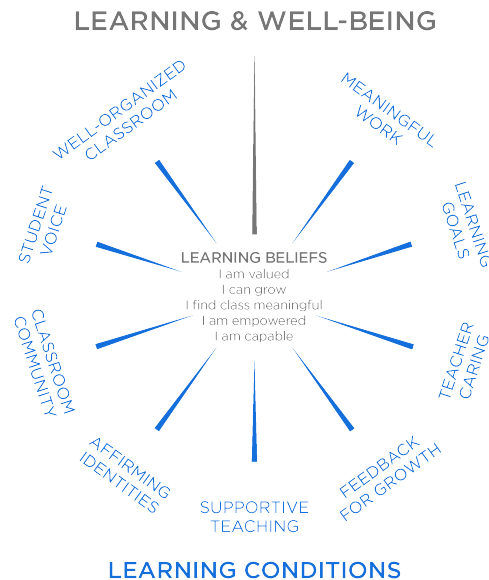
Who
Principals and team leads

What

- (If applicable) Analyze prior year's fall-to-spring Cultivate data to identify trends and inform strategic priorities
- Ground stakeholders in the research, emphasizing relationships among Learning Conditions, beliefs, and outcomes (see Cultivate Framework below)
- Develop/refine professional learning plans, incorporating:
 - Strategies for hearing from and partnering with students
 - Opportunities for stakeholders to develop and strengthen their Improvement Mindset
- Establish core principles for data use

Suggested Resource

- Improving Student Experience: Cultivate Research & Background | 2:45 minute video
- Cultivate Debrief Questions for Across the School Year | Prior to getting reports
- Getting into an Improvement Mindset



CORE PRINCIPLES FOR CULTIVATE DATA USE

In order to make the most of Cultivate data throughout the school-year, certain principles for data use should be established early on in the process and then revisited on ongoing basis to ensure they remain a priority:

- **Ground all Stakeholders in the Research**
Ensure there is a shared understanding of:
 - The connections among classroom Learning Conditions and students' beliefs, learning, and well-being
 - The connections between classroom Learning Conditions and instructional practice
 - The role of students in shaping Learning Conditions and fostering equitable and effective learning environments
- **Center Students**
Engage students as partners and cultivate their agency by:
 - Integrating their feedback and ideas into decisions about school improvement
 - Viewing them as agents of change and co-designers of learning experiences rather than passive recipients of education
 - Regularly seeking their thought partnership, input, and feedback, soliciting change ideas from them, sharing back with them how their input, feedback, and ideas have been influential, and supporting their leadership in change processes
- **Maximize Educator Capacity**
Tools and resources that support educator capacity include:
 - Regular professional development focused on evidence-based strategies for improving Learning Conditions and tools for partnering with students
 - Time for collaborative data analysis - both with peers and students
 - Peer learning opportunities
 - Ongoing feedback and opportunities for self-assessment
- **Collaborate with Colleagues**
Educator collaboration happens when there are structures, practices and norms that support:
 - Addressing shared challenges among educators
 - Alignment among educators on how to improve learning conditions
 - Open and constructive conversations around data
 - Alignment between educators' efforts and students' needs and voices
 - Improvement-oriented mindsets in educators
- **Create Change through Continuous Improvement Cycles**
Improve Learning Conditions in schools, content-areas, grade-levels, and classrooms by:
 - Creating a shared definition of student success among students and

PHASE TWO: GETTING READY FOR ADMINISTRATION

Why

Begin the work of partnering with students both by preparing for successful Cultivate survey administration and through the initiation of ongoing structured conversations

When

In the beginning of the school year, in preparation for survey administration and prior to reports being returned

Who

Principals along with staff

What

- Use the time before survey administration to collect street-level data (e.g., empathy interviews, focus groups) to build contextual understanding
- Engage students (e.g., Student Voice Committee, Student Council, or focus group of students) in the planning process
 - Consider what structures would be helpful for elevating student voice in classrooms and/or teacher team meetings (e.g., grade-level, content-area)
- Prepare educators to administer the survey and message its purpose to students, emphasizing collaboration and partnership
 - Ensure they understand the value of giving honest feedback and how you plan to use it to drive classroom improvements
 - Develop shared definitions of partnership between adults and youth
- Engage in reflection about the Learning Conditions in classrooms

Ideas for Partnering with Students

- **Leadership:** Student craft messaging for their peers about why Cultivate is important and worth their time and attention.
 - In subsequent years this messaging could include changes they have experienced related to Cultivate practice shifts. For example, at the end of a previous school year, have students write or record statements about positive changes they have experienced that can then be shared with others prior to the fall Cultivate administration.

Suggested Resources

- [Middle Grade Network Street Data Resources](#)
- [Your Voice Matters! Taking the Cultivate Survey](#) | 1:20 minute video
- [Teacher Self-Reflections](#)

1 Initial Report Analysis

Why

Review their report and begin the sense-making process before sharing data more widely

When

After fall Cultivate reports are returned

Length

45 minutes

Who

Principals and team leads

Principals will get the initial invitation to view their school's Cultivate report, and in order to make the most of their initial report analysis they should plan to invite their team (whether that means assistant principals, teacher team leads, or members of an instructional leadership team) to discuss what they see in the data and prepare for further discussion with teachers and students.

What

- Review report to answer the following:
 - What are the relevant data to current improvement work?
 - What is for **now**?
 - What is for **later**?
 - Where are you going to focus going forward?
- Capture thoughts using [Reporting Site Discussion Prompt Note Catcher](#)
- Pick a Learning Condition to focus on for future improvement

Ideas for Partnering with Students

- **Participation:** Include members of student groups (e.g., Student Voice Committee, Student Council, etc.) in initial analysis to provide more context and data interpretations.
- **Partnership:** Students weigh in on the choice of focal Learning Condition.
- **Leadership:** Students help prepare professional learning for the wider teaching staff.

Suggested Resources

- [Quick Guide to the Cultivate Reporting Site](#)
- [Getting to Know Your Cultivate Report](#) | 2:40 minute video
- [Invitation Guidance](#)
- [Reporting Site Discussion Prompt Note Catcher](#)
- [Cultivate Debrief Questions for Across the School Year](#) | After receiving reports

2 Preparing for Wider Data Analysis Session

Why

Design a school-wide data analysis session that is meaningful and productive

When

Once a focal Learning Condition has been selected

Length

30-45 minutes

Who & Where

Principals and team leads during leadership meeting or one-on-one

In service of distributed leadership, principals should include others in the analysis and improvement process. “Team leads” can include other members of administration (e.g. assistant principals), teacher team leads (e.g. grade level or subject area), members of instructional leadership teams or other structures in a school (e.g., culture and climate teams, SEL teams, etc.).

What

- Share online report or printed data summary if not shared already (see [Invitation Guidance](#) resource)
- Analyze and reflect on data using reporting site [Discussion Prompts](#)
- Engage in [Role Play Activity](#) to prepare team leads for facilitating teacher engagement
 - Discuss possible norms for analysis (will be co-created during ③ Data Analysis Session)

Ideas for Partnering with Students

- **Consultation:** Lead a consultancy with a group of students so they can share their perspective and provide a more nuanced explanation of their responses and any data that have been flagged as possible points of confusion, dissonance, or even frustration for teachers and use their responses to prepare team leads for their work with teachers.
- **Leadership:** Students help team leads craft their responses for teachers in the role play activity.

Suggested Resources

- [Invitation Guidance](#)
- [Reporting Site Discussion Prompt Note Catcher](#)
- [Teacher Team Resource | Preparing to Review Data Role Play](#)
- [Cultivate Debrief Questions for Across the School Year | After receiving reports](#)

PHASE THREE: ENGAGING IN IMPROVEMENT CYCLES

Cultivate

3 Data Analysis Session

Why

Ensure educators are aware of students' experiences through the analysis of relevant Cultivate data and that they are prepared to engage in participatory data analysis

When

After team leads are introduced to focal Learning Condition and prepared for possible teacher responses

Length

45-60 minutes (possibly broken up over two session)

Who

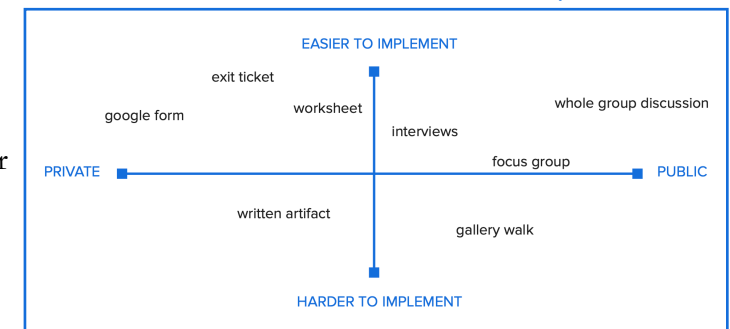
Team leads and teachers

Team leads (members of administration, teacher team leads, members of instructional leadership teams, etc.) lead teachers through data analysis and planning

What

- Establish norms for analysis and revisit the aspects of an Improvement Mindset
- (Optional) Have teachers engage in Self-Reflection on focal Learning Condition prior to looking at Cultivate data
 - (Optional) Following Self-Reflection, fill out Learning Condition Intention Setting
- Present data using online report or printed data summary
- Explore data using Reporting Site Discussion Prompts
- Collect questions and curiosities
- Plan for ④ Participatory Data Analysis using condition specific protocol
 - NOTE: this could happen in a number of ways depending on where a teacher is in their personal journey (see Structure for Student Partnership Matrix)

Structures for Student Partnership Matrix



Ideas for Partnering with Students

- **Leadership:** Students plan for and introduce/present data on the focal condition to teachers adding their insights and perspectives to ground a data analysis session to follow.
- **Leadership:** Students help plan for ④ Participatory Data Analysis (e.g. possible follow up questions).
- **Leadership:** Students plan for and introduce/present data on the focal condition to other students in classrooms.

Suggested Resources

- Getting the Most Out of Your Cultivate Report | 2:13 minute video
- Getting into an Improvement Mindset
- Teacher Self-Reflections
- Teacher Team Resource | Learning Condition Intention Setting
- Reporting Site Discussion Prompt Note Catcher
- Participatory Data Analysis Protocols
- Cultivate Debrief Questions for Across the School Year | Planning for participatory data analysis

4 Participatory Data Analysis

Why

Develop a deeper understanding of students' experiences, build partnerships with students, and ensure action planning is responsive to the needs of students

When

Following Data Analysis Session

Length

5 -30 minutes

Who

Teachers and students

What

- Teacher follows plans created using Participatory Data Analysis Protocols during the ③ Data Analysis Session

Ideas for Partnering with Students

- **Participation:** Students give suggestions for possible change ideas
- **Partnership:** Students and educators collectively build expectations about what is possible and reasonable (in the long and short term) in terms of change ideas.
- **Leadership:** Students lead data analysis discussions in their classroom.

Suggested Resources

- Participatory Data Analysis Protocols
- Cultivate Debrief Questions for Across the School Year | Planning for participatory data analysis

5 Action Planning Session

Why

Generate change ideas that are responsive to student feedback, both from Cultivate and participatory data analysis

When

Following participatory data analysis

Length

30 minutes

Who

Teachers, team leads, and students

Including students in action planning is a great opportunity to build student partnership. Some spaces may already be structured for student partnership. If not, consider a phased approach that builds to partnership. For example, in early rounds of Analysis & Implementation teachers might begin by sourcing ideas for practice shifts during ④ Participatory Data Analysis in their classrooms and then discussing those ideas with colleagues later during the ⑤ Action Planning Session. Over time, structures might be developed to include students in the actual ⑤ Action Planning Session or teachers might engage in the action planning process directly with their students during class rather than with colleagues.

What

- Reflect on what was learned from students during Participatory Data Analysis
- Review [Learning Condition Guide](#)
- Create action plan using [template](#) (these can be individual action plans or a single plan for a team)
 - This includes determining indicators of success

Ideas for Partnering with Students

- **Partnership:** Students actively participate in action planning, including:
 - Determining what classroom practices should continue
 - Brainstorming change ideas
 - Picking a change idea
 - Determining indicators of success

Suggested Resources

- [Getting the Most Out of Your Cultivate Report](#) | 2:13 minute video
- [Learning Condition Guides](#)
- [Cultivate Action Planning Template](#)
- [Cultivate Debrief Questions for Across the School Year](#) | After participatory data analysis
- [Cultivate Debrief Questions for Across the School Year](#) | During action planning

6 Implementation

Why

Enact change idea(s) to improve students' classroom experiences

When

Based on Action Plan (i.e. some change ideas are for “this week” while others are for “this month”)

Who

Teachers and students

What

- Teachers present plan to students, tell them how their feedback influenced the decisions, and confirm that meets their needs
 - Adjust as necessary
- Implement according to action plan

Ideas for Partnering with Students

- **Participation:** Once change idea has been identified ask students what they expect these changes to look like, feel like, and how progress might be monitored.
- **Partnership:** Build in opportunities to progress monitor/reflect with students as changes are put into action - this could be as simple as exit ticket feedback at the classroom level to students leading additional data collection on this area and/or presenting updates to educators.

Suggested Resources

- [Cultivate Action Planning Template](#)
- [Learning Condition Guides](#)

Length

8-10 week period

Start with plans for a single improvement cycle, but ideally you will undertake multiple cycles throughout a school year. Use what you learn from ⑦ Progress Monitoring to make decisions about adapting your Action Plan within the current cycle and any potential changes for future cycles.

7 Progress Monitoring

Why

Gauge the effectiveness of any implemented change idea(s) to inform next steps

When

Beginning a few weeks into ⑥ Implementation and then continuing throughout

Who

Teachers (independently and/or as a team) and students

While teachers may be the ones making practice shifts, monitoring any progress they are making requires checking in with students to determine efficacy

What

Teachers check in on practice shifts and monitor predetermined indicators of success

For example:

- **Week 2:** Reflect on action plan to determine if all changes are on track to be implemented
- **Week 4:** Team lead and/or team members engage in targeted observation in classrooms using [Observation Checklist](#)
- **Week 6:** Follow up with students to collect qualitative data on implementation (via interviews, focus groups, exit tickets, surveys)
- **Throughout:** Monitor any quantitative (grades, participation, assignment completion, progress monitoring survey, etc.) or qualitative (student feedback - written or from focus groups/interviews) indicators of success

Ideas for Partnering with Students

- **Consultation:** Students give feedback through focus groups or interviews, via exit tickets, or on progress using short progress monitoring surveys.
- **Leadership:** Students conduct classroom observations using the applicable [Observation Checklist](#).

Suggested Resources

- [Observation Checklists](#)

ONE OPTION FOR PROGRESS MONITORING: SHORT SURVEYS

One way to monitor progress on changes in students' experiences is to keep checking in with them about the things you are trying to improve. This can be done through informal conversations, interviews, focus groups, or even short surveys (for more ideas see Structures for Student Partnership Matrix on ③ Data Analysis Session, pg. 10). It might seem like this is a recipe for "survey fatigue" but the best way to ensure people don't experience survey fatigue is to show them you're listening to their feedback and using it to try to make improvements – including by engaging them in the improvement process.

Teachers can make their own survey specific to the change idea they've implemented or ask the questions from the Cultivate survey about the Learning Condition you're working on. These surveys can be administered as part of a daily exit ticket, as a short online assignment at the end of the week, or even using the Elevate survey from PERTS – a tool that has been intentionally aligned to Cultivate so the two can be used together effectively.*

* Because Cultivate is meant to help schools gain a baseline understanding of students' classroom learning experiences school-wide and Elevate is for individual progress monitoring, the two surveys do have several differences. Most notably: Cultivate is administered at

8 Check In Session

Why

Act on information collected during progress monitoring and determine any next steps for continuous improvement

When

Following progress monitoring

Length

45 - 60 minutes

Who

Team leads and teachers

What

- Debrief Observation Checklist and analyze any other data collected during Progress Monitoring
- Engage in a Fishbowl Discussion about what teachers have been trying in their classrooms
 - All participants fill out template
 - Each person then shares something they have implemented since last meeting, how it is going, and any questions they might have (2-3 minutes)
 - Make sure specifics are given about the conditions created and what *exactly* teachers did to make a given plan work – especially if multiple teachers tried implementing the same practice shift
 - After each teacher shares, the rest of the group has time to ask clarifying questions and give suggestions (4 minutes)
- Determine next steps; either:
 - Continue working on the same focal Learning Condition, by:
 - Continuing to implement current action plan
 - Creating a new action plan based on data gathered through observations or other indicators of success
 - Digging into another aspect of focal Learning Condition (i.e. expand focus to cover other principles in the Learning Condition Guide)
 - Pivot to working on another Learning Condition

Ideas for Partnering with Students

- **Partnership:** Students weigh in on next steps.

Suggested Resources

- Observation Checklists
- Teacher Team Resource | Checking In Fishbowl Discussion
- Cultivate Action Planning Template
- Learning Condition Guides

PHASE FOUR: STEPPING BACK

Why

Reflect on the process and efficacy of Cultivate informed improvement efforts

When

After spring Cultivate reports are returned

Who

Principals along with staff

What

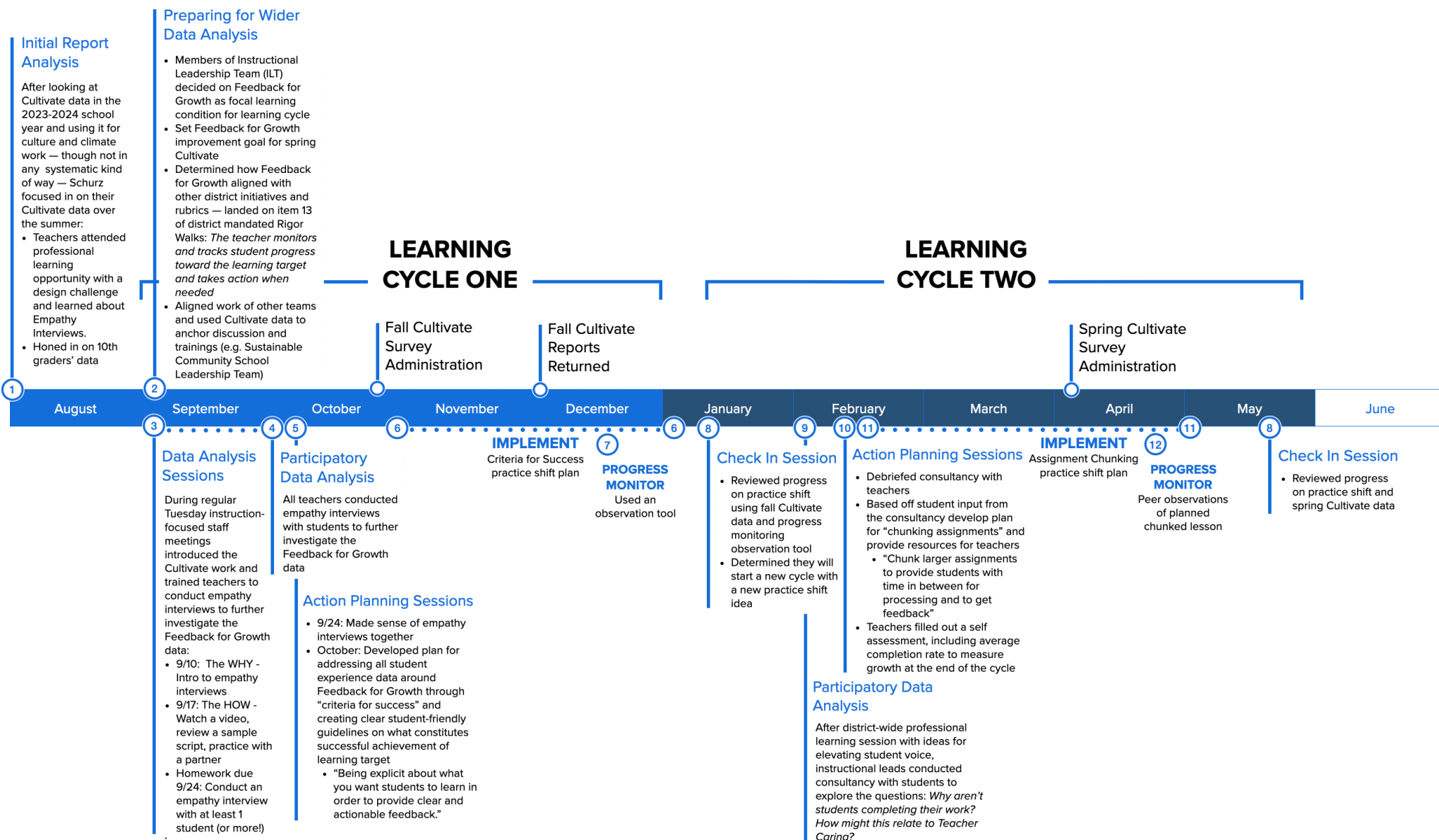
- Prior to engaging in wider analysis with staff, reflect on progress made throughout the year either independently or with team leads:
 - Assess changes in Learning Conditions and other indicators of success
 - Answer questions included in [Spring Report Data Analysis](#) worksheet, identifying strengths and areas for continued focus
- (Optional) Prior to sharing data with staff: if teachers filled out a [Self-Reflection](#) during the ③ Data Analysis Session; have them fill out the form again
- Share online report or printed data summary with staff
 - Analyze and reflect on data using the same [Spring Report Data Analysis](#) worksheet as above, with the following caveats:
 - ★ **Learning Condition Scores Section - Grade/Subject Disaggregation:** Depending on the make up of teacher teams, sensitivity should be paid to certain comparisons or levels of exposure. Allow teams to see the data that are relevant to them, but ensure any comparisons feel purposeful and supportive rather than punitive and competitive.
 - ★ **Tracking other indicators of success:** Teachers should have been collecting and reflecting on these data throughout their improvement cycle(s); this will be an opportunity to see how those data line up with students responses on the survey
 - ★ **Reflection:** These questions can be answered as you go through the data, but set time aside to have a meaningful discussion about these questions and learn from the improvement cycle
- Use spring data insights to inform planning for the next school year:
 - Refine professional learning plans and learning cycle design
 - Revisit theory of change to ensure alignment with evolving priorities and outcomes

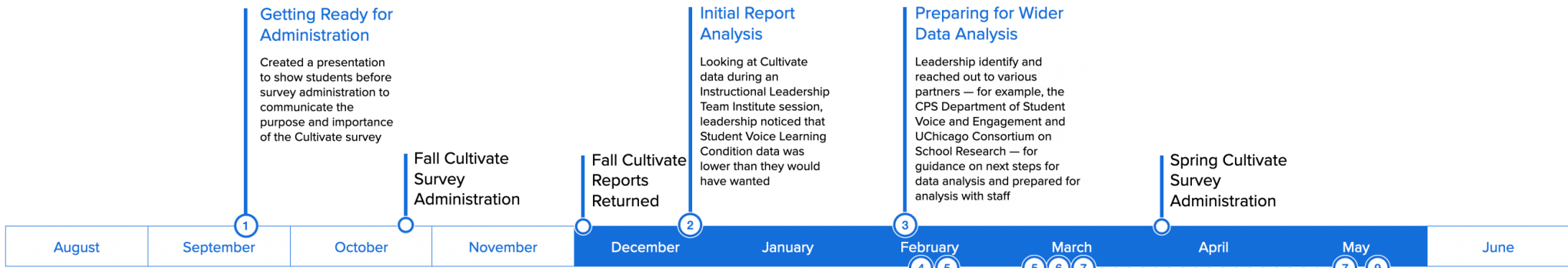
Ideas for Partnering with Students

- **Participation:** Include students in analysis of progress made throughout the year.
- **Partnership:** Students weigh in on plans for the next school year.
- **Leadership:** Students participate in planning professional learning and learning cycles for the next school year.
- **Leadership:** Students write or record statements about positive changes they have experienced as a result of Cultivate practice shifts that can then be shared with others as part of the messaging for the fall Cultivate administration.

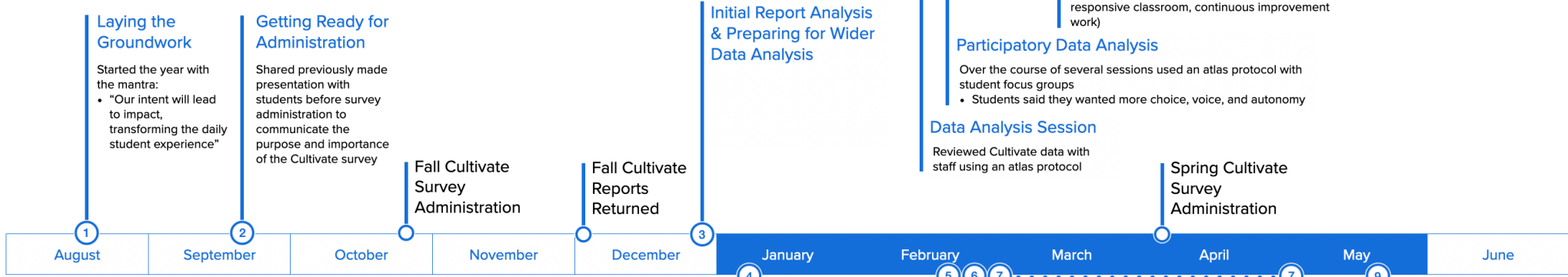
Suggested Resources

- [Spring Report Data Analysis](#)
- [Teacher Self-Reflections](#)
- [Cultivate Debrief Questions for Across the School Year | End of the year](#)





YEAR ONE



YEAR TWO



Initial Report Analysis

Set goals around student collaboration and discourse based on 5Essentials and Cultivate data

- Focused on Classroom Community, Student Voice, and Teacher Caring

Data Analysis I & Action Planning Session

- Cultivate data was brought to culture and climate team
- Created plan for all teachers to implement a structured morning meeting to foster classroom community

Learning & Action

- Shared a presentation with students about the purpose of the Cultivate survey and how their responses will be used

LEARNING CYCLE 1A

Fall Cultivate Survey Administration

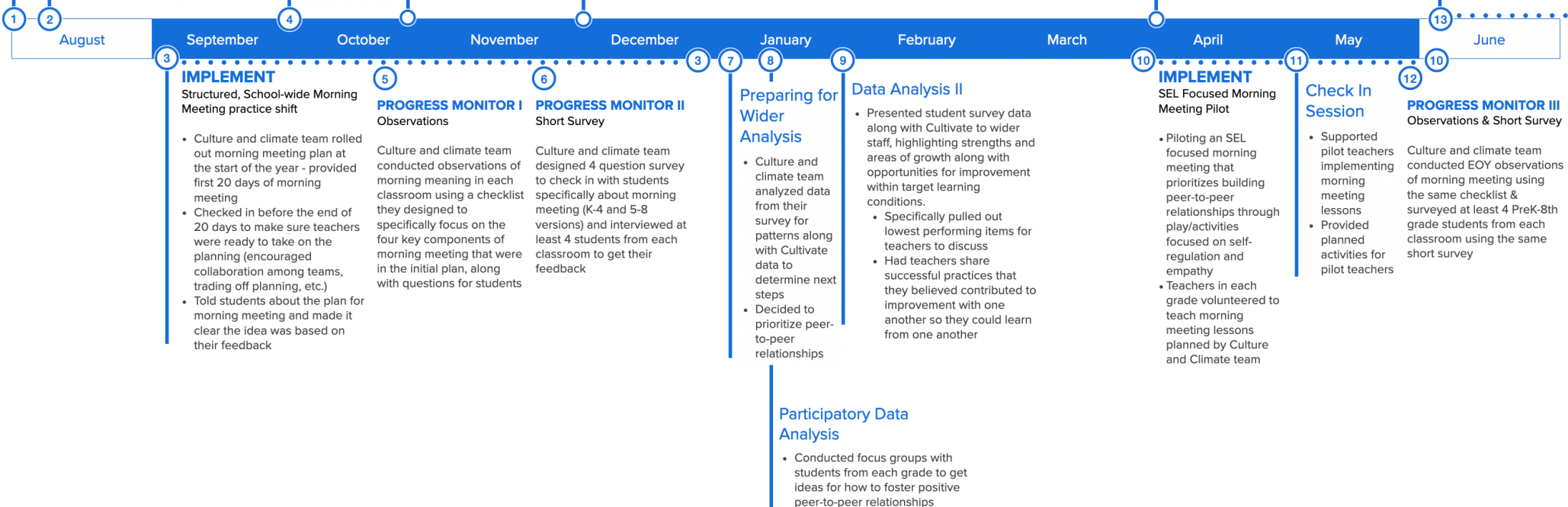
Fall Cultivate Reports Returned

LEARNING CYCLE 1B

Spring Cultivate Survey Administration

Stepping Back

At the end of the year and into the summer, the Culture and Climate team engaged in deeper data analysis and triangulation — pulling additional resources to develop a scope and sequence — and created a professional learning plan for the following school year



LINKED RESOURCES

Resource	Section
Getting into an Improvement Mindset	Phase One: Laying the Groundwork Phase Three: Engaging in Improvement Cycles ③ Data Analysis Session
Improving Student Experience: Cultivate Research & Background 2:45 minute video	Phase One: Laying the Groundwork
Cultivate Debrief Questions for Across the School Year	Phase One: Laying the Groundwork Phase Three: Engaging in Improvement Cycles ① Initial Report Analysis ② Preparing for Wider Analysis ③ Data Analysis Session ④ Participatory Data Analysis ⑤ Action Planning Session Phase Four: Stepping Back
Middle Grade Network Street Data Resources	Phase Two: Getting Ready for Administration
Quick Guide to the Cultivate Reporting Site	Phase Three: Engaging in Improvement Cycles ① Initial Report Analysis
Getting to Know Your Cultivate Report 2:40 minute video	Phase Three: Engaging in Improvement Cycles ① Initial Report Analysis
Invitation Guidance	Phase Three: Engaging in Improvement Cycles ① Initial Report Analysis ② Preparing for Wider Analysis
Reporting Site Discussion Prompt Note Catcher	Phase Three: Engaging in Improvement Cycles ① Initial Report Analysis ② Preparing for Wider Analysis ③ Data Analysis Session

Resource	Section
Teacher Team Resource Preparing to Review Data Role Play	Phase Three: Engaging in Improvement Cycles ② Preparing for Wider Analysis
Getting the Most Out of Your Cultivate Report 2:13 minute video	Phase Three: Engaging in Improvement Cycles ③ Data Analysis Session ⑤ Action Planning Session
Teacher Self-Reflections	Phase Two: Getting Ready for Administration Phase Three: Engaging in Improvement Cycles ③ Data Analysis Session Phase Four: Stepping Back
Teacher Team Resource Learning Condition Intention Setting	Phase Three: Engaging in Improvement Cycles ③ Data Analysis Session
Participatory Data Analysis Protocols	Phase Three: Engaging in Improvement Cycles ③ Data Analysis Session ④ Participatory Data Analysis
Learning Condition Guides	Phase Three: Engaging in Improvement Cycles ⑤ Action Planning Session ⑥ Implementation ⑧ Check In Session
Cultivate Action Planning Template	Phase Three: Engaging in Improvement Cycles ⑤ Action Planning Session ⑥ Implementation ⑧ Check In Session
Observation Checklists	Phase Three: Engaging in Improvement Cycles ⑦ Progress Monitoring ⑧ Check In Session
Teacher Team Resource Checking In Fishbowl Discussion	Phase Three: Engaging in Improvement Cycles ⑧ Check In Session
Spring Report Data Analysis	Phase Four: Stepping Back