

# Events 6-8: Navigating Our Course Handout



Measuring the progress of a school's strategies directly impacts the likelihood of reaching goals. It is important to assemble the CI Team regularly to assess the status and quality of implementation and, in turn, adjust daily work in response to this assessment to achieve the intended outcomes.

**Purpose:** Events 6-8 provide the space for the CI Team to reflect on the data and progress related to the Improvement Strategies noted in the SPP Roadmap across the three Inquiry Areas and develop next steps according to the analysis and needs.

**Directions:** As a CI Team, complete the following steps for each improvement strategy.

- **Step 1:** Review the Findings/Visualizations slides within the Events 6-8 slide deck. These will need to be updated prior to each Event.
- **Step 2:** Reflect on the **Now, Next, Need** questions noted in the slide deck.
- **Step 3:** Fill in the appropriate cells for Events 6, 7, and 8. You may use the tables starting on page 2 of this handout or use the *Events 6-8: Navigating Our Course Spreadsheet* to track and monitor progress.
  - Rate the overall status of the improvement strategy using one of the following:
    - i. **Strong** - on track
    - ii. **At Risk** - requires some refinement and/or support
    - iii. **Needs Immediate Attention** - requires immediate support
  - Identify specific **Lessons Learned (Now), Next Steps** and **Needs**

After each event update the overall Status in the At A Glance table on page 2 of this handout. This table can be shared with staff, families, and other school partners to provide an update on the SPP Roadmap. This may also be used with district staff to show progress over time.

## Glossary Terms

Status check - focused dialogue that takes place across Events 6-8 where teams use data to understand the impact of the Improvement Strategies, monitor progress toward school goals, and make adjustments/decisions based on learnings and challenges.



## Navigating Our Course At A Glance

Fill in the tables below with school Goals, Improvement Strategies, and Intended Outcomes. After each event, copy and paste **Strong**, **At Risk**, or **Needs Immediate Attention** to the Event # Status column determined by the Event's activities on the following pages.

| Student Success   |  |                |                |                |
|---|--|----------------|----------------|----------------|
| <p><b>School Goal 1:</b> All students will access Tier I curriculum through high quality and rigorous instruction enriched with language strategies and improve student achievement in reading, mathematics, and science by two percent in each content as measured by student achievement and growth in alignment with SBAC results.</p> |  |                |                |                |
| Improvement Strategies  | Intended Outcomes  | Event 6 Status | Event 7 Status | Event 8 Status |
| 1. Ongoing monthly professional development on research-based instructional strategies, including high-yield strategies that influence the maximum use of language in all core content.   | All students will access Tier I curriculum through high quality and rigorous instruction enriched with language strategies and improve student achievement in reading, mathematics, and science by two percent in each content as measured by student achievement and growth in alignment with SBAC results. | N/A            | Strong         | Strong         |
| 2. Ongoing specialized and targeted professional development for special education teachers.  |  | N/A            | At Risk        | At Risk        |
| 3. Continued PLC practices in all core departments.   |  | N/A            | At Risk        | At Risk        |

| Adult Learning Culture   |  |                |                |                |
|--|--|----------------|----------------|----------------|
| <p><b>School Goal 2:</b> All teachers will participate in professional learning communities centered around adult and student learning. Elements of the PLCs will include collaboration, data-driven results, and a focus on learning rather than teaching. All work around identifying standards, pacing and planning, unwrapping standards, creating assessments, and reviewing data to drive instruction and interventions will be based on the four main questions from the Solution Tree PLC model.</p> |  |                |                |                |
| Improvement Strategies   | Intended Outcomes  | Event 6 Status | Event 7 Status | Event 8 Status |
| 1. Ongoing monthly professional development on research-based instructional strategies, including  | All teachers will participate in professional learning communities | N/A            | Strong         | Strong         |



|  |  |     |         |         |
|--|--|-----|---------|---------|
| high-yield strategies that influence the maximum use of language in all core content.        | centered around adult and student learning. Elements of the PLCs will include collaboration, data-driven results, and a focus on learning rather than teaching. All work around identifying standards, pacing and planning, unwrapping standards, creating assessments, and reviewing data to drive instruction and interventions will be based on the four main questions from the Solution Tree PLC model. |     |         |         |
| 2. Ongoing specialized and targeted professional development for special education teachers. |  | N/A | At Risk | At Risk |
| 3. Continued PLC practices in all core departments.  |  | N/A | At Risk | At Risk |

| Connectedness   |   |                |                |                |
|---|---|----------------|----------------|----------------|
| <p><b>School Goal 3:</b> Dilworth Middle School will provide two academic-focused family engagement evening events through in-person student-led conferencing. A virtual option will be offered after the event. Dilworth will also conduct at least two additional family engagement events during the year in order to celebrate student successes and progress. During these events, parents learn about school-wide and/or individual student achievement data. Site leadership comprised of Dilworth staff and parent volunteers will be supported on how to teach students how to communicate effectively with their parents about achievement data and how students and their parents can monitor learning progress. All students will be invited to attend in order to gain an optimal attendance. The school's goal is a total of 75 families per event. Artifacts to collect information on attendance and topics will include sign in sheets and end-of-event evaluations.</p> |   |                |                |                |
| Improvement Strategies  | Intended Outcomes   | Event 6 Status | Event 7 Status | Event 8 Status |
| 1. Teachers will facilitate a student-led data conference between students and families.  | Dilworth Middle School will provide two academic-focused family engagement evening events through in-person student-led conferencing. A virtual option will be offered after the event. Dilworth will also conduct at least two additional family engagement events during the year | N/A            | At Risk        | At Risk        |
| 2. Dilworth staff will print goal setting sheets and appropriate reports for students to use in knowing/understanding their own achievement data as well as to prepare to share the data with their parent/guardians.   |   | N/A            | At Risk        | At Risk        |



|  |   |            |                |                |
|--|---|------------|----------------|----------------|
| <p>3. Family engagement events will be scheduled and communicated to families through the use of ConnectEd phone calls, newsletters/fliers, broadcast announcements, and the school website.</p> | <p>in order to celebrate student successes and progress. During these events, parents learn about school-wide and/or individual student achievement data. Site leadership comprised of Dilworth staff and parent volunteers will be supported on how to teach students how to communicate effectively with their parents about achievement data and how students and their parents can monitor learning progress. All students will be invited to attend in order to gain an optimal attendance. The school's goal is a total of 75 families per event. Artifacts to collect information on attendance and topics will include sign in sheets and end-of-event evaluations.</p> | <p>N/A</p> | <p>Strong</p>  | <p>Strong</p>  |
| <p>4. Various resource rooms including: Infinite Campus (IC) and Community Partners will be set up to allow families to learn more about school efforts.</p>                                     |   | <p>N/A</p> | <p>At Risk</p> | <p>At Risk</p> |
| <p>5. Attendance will be tracked and exit tickets will be collected to measure impact and next steps for engaging families more effectively in the future</p>                                    |   | <p>N/A</p> | <p>Strong</p>  | <p>Strong</p>  |

## Event 6 - Status Check 1

| Student Success   |   |                |
|---|---|----------------|
| <b>School Goal 1:</b> <i>Copy/paste Goals the school identified in the SPP Roadmap or from the At A Glance table above.</i> |   |                |
| Improvement Strategies  | Intended Outcomes   | Event 6 Status |
| <i>Copy/paste Improvement Strategies identified in the SPP Roadmap or from above. Add/delete rows as needed.</i>            | <i>Copy/paste intended outcomes the school identified in the SPP Roadmap or from above.</i> |                |
|   |   |                |
|   |   |                |
|   |   |                |



| Lessons Learned (Now) |  |
|-----------------------|--|
| Strategy 1:           |  |
| Strategy 2:           |  |
| Strategy 3:           |  |
| Strategy 4:           |  |
| Next Steps:           |  |
| Strategy 1:           |  |
| Strategy 2:           |  |
| Strategy 3:           |  |
| Strategy 4:           |  |
| Need:                 |  |
| Strategy 1:           |  |
| Strategy 2:           |  |
| Strategy 3:           |  |
| Strategy 4:           |  |

| Adult Learning Culture   |   |                |
|--|---|----------------|
| <i>School Goal 2: Copy/paste Goals the school identified in the SPP Roadmap or from the At A Glance table above.</i> |   |                |
| Improvement Strategies   | Intended Outcomes   | Event 6 Status |
| <i>Copy/paste Improvement Strategies identified in the SPP Roadmap or from above. Add/delete rows as needed.</i>     | <i>Copy/paste intended outcomes the school identified in the SPP Roadmap or from above.</i> |                |



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|  |  |  |

**Lessons Learned (Now)**

Strategy 1:

Strategy 2:

Strategy 3:

Strategy 4:

**Next Steps:**

Strategy 1:

Strategy 2:

Strategy 3:

Strategy 4:

**Need:**

Strategy 1:

Strategy 2:

Strategy 3:

Strategy 4:

**Connectedness**

**School Goal 3:** *Copy/paste Goals the school identified in the SPP Roadmap or from the At A Glance table above.*



| Improvement Strategies   | Intended Outcomes   | Event 6 Status |
|--|---|----------------|
| <i>Copy/paste Improvement Strategies identified in the SPP Roadmap or from above. Add/delete rows as needed.</i> | <i>Copy/paste intended outcomes the school identified in the SPP Roadmap or from above.</i> |                |
|  |   |                |
|  |   |                |
| <b>Lessons Learned (Now)</b>   |   |                |
| <p>Strategy 1:</p> <p>Strategy 2:</p> <p>Strategy 3:</p> <p>Strategy 4:</p>                                      |   |                |
| <b>Next Steps:</b>   |   |                |
| <p>Strategy 1:</p> <p>Strategy 2:</p> <p>Strategy 3:</p> <p>Strategy 4:</p>                                      |   |                |
| <b>Need:</b>   |   |                |
| <p>Strategy 1:</p> <p>Strategy 2:</p> <p>Strategy 3:</p> <p>Strategy 4:</p>                                      |   |                |



## Event 7 - Status Check 2

| Student Success   |  |                |
|---|--|----------------|
| <p><b>School Goal 1:</b> All students will access Tier I curriculum through high quality and rigorous instruction enriched with language strategies and improve student achievement in reading, mathematics, and science by two percent in each content as measured by student achievement and growth in alignment with SBAC results.</p>   |  |                |
| Improvement Strategies  | Intended Outcomes  | Event 7 Status |
| 1. Ongoing monthly professional development on research-based instructional strategies, including high-yield strategies that influence the maximum use of language in all core content.   | All students will access Tier I curriculum through high quality and rigorous instruction enriched with language strategies and improve student achievement in reading, mathematics, and science by two percent in each content as measured by student achievement and growth in alignment with SBAC results. | Strong         |
| 2. Ongoing specialized and targeted professional development for special education teachers.  |  | At Risk        |
| 3. Continued PLC practices in all core departments.   |  | At Risk        |
| Lessons Learned (Now)   |  |                |
| <p><b>Strategy 1:</b> Setting times for the specific PLC meetings is crucial, so that the time allotted is “sacred” for these practices.<br/> <b>Strategy 2:</b> Having ELD Facilitator at the school site to help the teachers with the EL strategies<br/> <b>Strategy 3:</b> Subs/increasing teacher attendance to allow for PLCs during prep<br/> <b>Strategy 4:</b> Staff is using high yield educational strategies to weave literacy and writing into all contents<br/> <b>Strategy 5:</b> Collaborative data days are valuable to school improvement.<br/> <b>Strategy 6:</b> Strong calendar used to set PD for staff around EL strategies, Elevation, and Lexia.<br/> <b>Strategy 7:</b> Valuing time for PD and holding that sacred</p> |  |                |
| Next Steps:   |  |                |
| <p><b>Strategy 1:</b> Reschedule collaborative data day for May.<br/> <b>Strategy 2:</b> Allow special education department to meet for PD opportunities outside of department business.</p>  |  |                |
| Need:   |  |                |





**Strategy 1: Consistency in attendance.**

**Strategy 2: Consistent buy-in from all staff in the PLC process**

**Strategy 3: PD on strategies to help build reinforcement to support learning for SIP and other at risk students**

### Adult Learning Culture

**School Goal 2:** All teachers will participate in professional learning communities centered around adult and student learning. Elements of the PLCs will include collaboration, data-driven results, and a focus on learning rather than teaching. All work around identifying standards, pacing and planning, unwrapping standards, creating assessments, and reviewing data to drive instruction and interventions will be based on the four main questions from the Solution Tree PLC model.

| Improvement Strategies  | Intended Outcomes   | Event 7 Status |
|---|---|----------------|
| 1. Ongoing monthly professional development on research-based instructional strategies, including high-yield strategies that influence the maximum use of language in all core content. | All teachers will participate in professional learning communities centered around adult and student learning. Elements of the PLCs will include collaboration, data-driven results, and a focus on learning rather than teaching. All work around identifying standards, pacing and planning, unwrapping standards, creating assessments, and reviewing data to drive instruction and interventions will be based on the four main questions from the Solution Tree PLC model. | Strong         |
| 2. Ongoing specialized and targeted professional development for special education teachers.  |   | At Risk        |
| 3. Continued PLC practices in all core departments.   |   | At Risk        |

### Lessons Learned (Now)

**Strategy 1: Setting times for the specific PLC meetings is crucial, so that the time allotted is “sacred” for these practices.**

**Strategy 2: Having ELD Facilitator at the school site to help the teachers with the EL strategies**

**Strategy 3: Subs/increasing teacher attendance to allow for PLCs during prep**

**Strategy 4: Staff is using high yield educational strategies to weave literacy and writing into all contents**

**Strategy 5: Collaborative data days are valuable to school improvement.**

**Strategy 6: Strong calendar used to set PD for staff around EL strategies, Elevation, and Lexia.**

**Strategy 7: Valuing time for PD and holding that sacred**

### Next Steps:

**Strategy 1: Reschedule collaborative data day for May.**



|  |
|--|
| <b>Strategy 2: Allow special education department to meet for PD opportunities outside of department business.</b>     |
| <b>Need:</b>   |
| <b>Strategy 1: Consistency in attendance.</b>  |
| <b>Strategy 2: Consistent buy-in from all staff in the PLC process</b>   |
| <b>Strategy 3: PD on strategies to help build reinforcement to support learning for SIP and other at risk students</b> |

| Connectedness   |  |                |
|---|--|----------------|
| <p><b>School Goal 3:</b> Dilworth Middle School will provide two academic-focused family engagement evening events through in-person student-led conferencing. A virtual option will be offered after the event. Dilworth will also conduct at least two additional family engagement events during the year in order to celebrate student successes and progress. During these events, parents learn about school-wide and/or individual student achievement data. Site leadership comprised of Dilworth staff and parent volunteers will be supported on how to teach students how to communicate effectively with their parents about achievement data and how students and their parents can monitor learning progress. All students will be invited to attend in order to gain an optimal attendance. The school's goal is a total of 75 families per event. Artifacts to collect information on attendance and topics will include sign in sheets and end-of-event evaluations.</p> |  |                |
| Improvement Strategies  | Intended Outcomes  | Event 7 Status |
| 1. Teachers will facilitate a student-led data conference between students and families.  | Dilworth Middle School will provide two academic-focused family engagement evening events through in-person student-led conferencing. A virtual option will be offered after the event. Dilworth will also conduct at least two additional family engagement events during the year in order to celebrate student successes and progress. During these events, parents learn about school-wide and/or individual student achievement data. Site leadership comprised of Dilworth staff and parent volunteers will be supported on how to teach students how to communicate effectively with their parents about achievement data and how students and their parents can monitor learning progress. All students will be invited to | At Risk        |
| 2. Dilworth staff will print goal setting sheets and appropriate reports for students to use in knowing/understanding their own achievement data as well as to prepare to share the data with their parent/guardians.   |  | At Risk        |
| 3. Family engagement events will be scheduled and communicated to families through the use of ConnectEd phone calls, newsletters/fliers, broadcast announcements, and the school website.   |  | Strong         |
| 4. Various resource rooms including: Infinite Campus (IC) and Community Partners will be set up to allow  |  | At Risk        |



|  |   |               |
|--|---|---------------|
| families to learn more about school efforts.   | attend in order to gain an optimal attendance. The school's goal is a total of 75 families per event. Artifacts to collect information on attendance and topics will include sign in sheets and end-of-event evaluations. |               |
| 5. Attendance will be tracked and exit tickets will be collected to measure impact and next steps for engaging families more effectively in the future   |   | <b>Strong</b> |
| <b>Lessons Learned (Now)</b>   |   |               |
| <b>Strategy 1: At least one family engagement event per month, despite canceling first student-led conference.</b><br><b>Strategy 2: Feedback from families on what they want from the school.</b>   |   |               |
| <b>Next:</b>   |   |               |
| <b>Strategy 1: More family engagement activities that are not necessarily academically based (i.e. Ice cream social or tamale night)</b><br><b>Strategy 2: Relationship-building events</b><br><b>Strategy 3: Using advisory time more wisely.</b> |   |               |
| <b>Need:</b>   |   |               |
| <b>Strategy 1: Funding to support ongoing events.</b><br><b>Strategy 2: Continued feedback from families to speak to what families want.</b>   |   |               |

## Event 8 - Status Check 3

| Student Success  |  |                |
|--|--|----------------|
| <b>School Goal 1:</b> All students will access Tier I curriculum through high quality and rigorous instruction enriched with language strategies and improve student achievement in reading, mathematics, and science by two percent in each content as measured by student achievement and growth in alignment with SBAC results. |  |                |
| Improvement Strategies   | Intended Outcomes  | Event 8 Status |
| 1. Ongoing monthly professional development on research-based instructional strategies, including high-yield strategies that influence the maximum use of language in all core content.  | All students will access Tier I curriculum through high quality and rigorous instruction enriched with language strategies and improve student achievement in reading, mathematics, and science by two percent in each content as measured by student achievement and growth in alignment with SBAC results. | <b>Strong</b>  |
| 2. Ongoing specialized and targeted professional development for special education teachers.   |  | <b>At Risk</b> |



|   |  |         |
|---|--|---------|
|   |  |         |
| 3. Continued PLC practices in all core departments.   |  | At Risk |
| <b>Lessons Learned (Now)</b>  |  |         |
| <p><b>Strategy 1: Setting times for the specific PLC meetings is crucial, so that the time allotted is “sacred” for these practices.</b></p> <p><b>Strategy 2: Having ELD Facilitator at the school site to help the teachers with the EL strategies</b></p> <p><b>Strategy 3: Subs/increasing teacher attendance to allow for PLCs during prep</b></p> <p><b>Strategy 4: Staff is using high yield educational strategies to weave literacy and writing into all contents</b></p> <p><b>Strategy 5: Collaborative data days are valuable to school improvement.</b></p> <p><b>Strategy 6: Strong calendar used to set PD for staff around EL strategies, Elevation, and Lexia.</b></p> <p><b>Strategy 7: Valuing time for PD and holding that sacred</b></p> <p><b>Strategy 8: ACCESS scores</b></p> |  |         |
| <b>Next Steps:</b>  |  |         |
| <p><b>Strategy 1: Allow special education department to meet for PD opportunities outside of department business.</b></p> <p><b>Strategy 2: Need metrics for measuring artifacts.</b></p>   |  |         |
| <b>Need:</b>  |  |         |
| <p><b>Strategy 1: Consistency in attendance.</b></p> <p><b>Strategy 2: Consistent buy-in from all staff in the PLC process</b></p> <p><b>Strategy 3: PD on strategies to help build reinforcement to support learning for SIP and other at risk students</b></p> <p><b>Strategy 4: PD opportunities for SpEd department.</b></p>  |  |         |

| <b>Adult Learning Culture</b>  |  |                |
|--|--|----------------|
| <p><b>School Goal 2:</b> All teachers will participate in professional learning communities centered around adult and student learning. Elements of the PLCs will include collaboration, data-driven results, and a focus on learning rather than teaching. All work around identifying standards, pacing and planning, unwrapping standards, creating assessments, and reviewing data to drive instruction and interventions will be based on the four main questions from the Solution Tree PLC model.</p> |  |                |
| Improvement Strategies   | Intended Outcomes  | Event 8 Status |
| 1. Ongoing monthly professional development on research-based instructional strategies, including high-  | All teachers will participate in professional learning communities centered around adult and student | Strong         |



|  |  |         |
|--|--|---------|
| yield strategies that influence the maximum use of language in all core content.             | learning. Elements of the PLCs will include collaboration, data-driven results, and a focus on learning rather than teaching. All work around identifying standards, pacing and planning, unwrapping standards, creating assessments, and reviewing data to drive instruction and interventions will be based on the four main questions from the Solution Tree PLC model. |         |
| 2. Ongoing specialized and targeted professional development for special education teachers. |  | At Risk |
| 3. Continued PLC practices in all core departments.  |  | At Risk |

**Lessons Learned (Now)**

- Strategy 1: Setting times for the specific PLC meetings is crucial, so that the time allotted is “sacred” for these practices.**
- Strategy 2: Having ELD Facilitator at the school site to help the teachers with the EL strategies**
- Strategy 3: Subs/increasing teacher attendance to allow for PLCs during prep**
- Strategy 4: Staff is using high yield educational strategies to weave literacy and writing into all contents**
- Strategy 5: Collaborative data days are valuable to school improvement.**
- Strategy 6: Strong calendar used to set PD for staff around EL strategies, Elevation, and Lexia.**
- Strategy 7: Valuing time for PD and holding that sacred**
- Strategy 8: ACCESS scores**

**Next Steps:**

- Strategy 1: Allow special education department to meet for PD opportunities outside of department business.**
- Strategy 2: Need metrics for measuring artifacts.**

**Need:**

- Strategy 1: Consistency in attendance.**
- Strategy 2: Consistent buy-in from all staff in the PLC process**
- Strategy 3: PD on strategies to help build reinforcement to support learning for SIP and other at risk students**
- Strategy 4: PD opportunities for SpEd department.**

**Connectedness**

**School Goal 3:** Dilworth Middle School will provide two academic-focused family engagement evening events through in-person student-led conferencing. A virtual option will be offered after the event. Dilworth will also conduct at least two additional family engagement events during the year in order to celebrate student successes and progress. During these events, parents learn about



school-wide and/or individual student achievement data. Site leadership comprised of Dilworth staff and parent volunteers will be supported on how to teach students how to communicate effectively with their parents about achievement data and how students and their parents can monitor learning progress. All students will be invited to attend in order to gain an optimal attendance. The school's goal is a total of 75 families per event. Artifacts to collect information on attendance and topics will include sign in sheets and end-of-event evaluations.

| Improvement Strategies  | Intended Outcomes  | Event 8 Status |
|---|--|----------------|
| 1. Teachers will facilitate a student-led data conference between students and families.  | Dilworth Middle School will provide two academic-focused family engagement evening events through in-person student-led conferencing. A virtual option will be offered after the event. Dilworth will also conduct at least two additional family engagement events during the year in order to celebrate student successes and progress. During these events, parents learn about school-wide and/or individual student achievement data. Site leadership comprised of Dilworth staff and parent volunteers will be supported on how to teach students how to communicate effectively with their parents about achievement data and how students and their parents can monitor learning progress. All students will be invited to attend in order to gain an optimal attendance. The school's goal is a total of 75 families per event. Artifacts to collect information on attendance and topics will include sign in sheets and end-of-event evaluations. | At risk        |
| 2. Dilworth staff will print goal setting sheets and appropriate reports for students to use in knowing/understanding their own achievement data as well as to prepare to share the data with their parent/guardians. |  | At risk        |
| 3. Family engagement events will be scheduled and communicated to families through the use of ConnectEd phone calls, newsletters/fliers, broadcast announcements, and the school website.                             |  | Strong         |
| 4. Various resource rooms including: Infinite Campus (IC) and Community Partners will be set up to allow families to learn more about school efforts.   |  | At Risk        |
| 5. Attendance will be tracked and exit tickets will be collected to measure impact and next steps for engaging families more effectively in the future  |  | Strong         |

**Lessons Learned (Now)**

**Strategy 1: At least one family engagement event per month, despite canceling first student-led conference.**  
**Strategy 2: Feedback from families on what they want from the school.**  
**Strategy 3: Lack of data to support student-led conferences.**

**Next:**



**Strategy 1: More family engagement activities that are not necessarily academically based (i.e. Ice cream social or tamale night)**

**Strategy 2: Relationship-building events**

**Strategy 3: Using advisory time more wisely.**

**Need:**

**Strategy 1: Funding to support ongoing events.**

**Strategy 2: Continued feedback from families to speak to what families want.**

**Strategy 3: Eliminate student-led conference (due to lack of data) and include goal on multiple family events.**