**Purpose:** The CI Team will evaluate the goals and strategies in their *School Performance Plan: A Roadmap to Success*, identify key learnings from their journey, and determine next steps.



Event 9: Reviewing Our Journey Handout

**Directions:** As a CI team, complete the following steps for each goal:

* **Step 1:** Review the Findings/Visualizations slides within the Event 9 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 in the table below. If you used the Navigating the Course Handout for Events 6-8, complete Event 9 using the tables below. If you used the *Navigating Our Course Spreadsheet* for Events 6-8, continue to use that for Event 9.
  + Did we achieve our goals/intended outcomes - Yes, No.
  + Do we continue, correct, or cancel our goals/implementation strategies?
    1. Continue - A team might “continue” a goal/strategy if they do not feel a need to change it.
    2. Correct - A team might “correct” a goal/strategy if it is generally the right work, but they need to make slight adjustments to it.
    3. Cancel - A team might “cancel” a goal/strategy if they have successfully achieved it or if they determine it is not the right work.
  + Identify specific ***Lessons Learned,* *Next Steps*** and ***Needs***

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| **Student Success** | | | | | |
| **School Goal 1**  **READING –** As measured by our reading level assessments (as measured by ORF and Running Record), 75% of students will make 1 year of progress on reading level from August – June as measured by their DRA reading level.  **LANGUAGE –** 75% of Level 1-3 will grow by 1 proficiency level on ACCESS (equivalent to 1 year of growth). 75% of level 3.1 and above will grow by 0.5 proficiency level on ACCESS (equivalent to 1 year of growth). | | **Did we achieve our goal?** | **Continue, Correct, or Cancel the Goal?** | | |
| No | Reading: continue  Language: Correct –  Math: Mirror reading expectations | | |
| **Improvement Strategies** | **Intended Outcomes** | **Were our improvement strategies successful?** | **Continue, Correct, or Cancel the Strategy?** | | |
| *Utilizing the online platforms – Clever, RAZ-Kids, and Dreambox.* | *Teachers continually know the performance level of all students and provide targeted instruction to ensure growth and progress for all students.* | Yes | Continue | | |
| *Use of ELLevations platform* | *Student language acquisition strategies are regularly implemented within classrooms and student proficiency in English is improved within all language domains.* | Yes | Continue | | |
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| **Lessons Learned (Now)** | | | | | |
| **Presentation of ELLevation and other MLL strategies was more immediately implemented when presented, modeled and discussed in the PLC setting as opposed to whole school (as in past years).**  **Our goal may have been to lofty but I don’t think I would change the goal, we need to continue to strive for excellence.** | | | | | |
| **Next Steps:** | | | | | |
| **Continue presenting, modeling and discussing ELLevation and other MLL strategies.**  **Provide feedback to individuals and grade levels regarding implementation of strategies.**  **Continue to monitor speaking and listening data on T3 MLLs and expand if possible to T2 MLLs.** | | | | | |
| **Needs:** | | | | | |
| **Provide feedback to DreamBox and RAZ Kids implementation.**  **Provide additional training for implementation of above programs.** | | | | | |
| **Adult Learning Culture** | | | | | |
| **School Goal 2:**  Increase the overall percentage of teachers who believe students can engage in grade level content successfully to at least 65% (a 10% increase from the current Insight data). | | **Did we achieve our goal?** | | **Continue, Correct, or Cancel the Goal?** | |
| No | | Cancel - Transition to a goal of shared value of high expectations for academics for all students. | |
| **Improvement Strategies** | **Intended Outcomes** | **Were our improvement strategies successful?** | | **Continue, Correct, or Cancel the Strategy?** | |
| *PLC and Individualized Coaching (unit planning beginning with the assessment and the essential standards, selecting curriculum to support our goals, selecting academic language and planning what, why and how we are teaching)* | *Teachers have increased success in students demonstrating success with grade level content.* | Yes | | continue | |
| Use of vertical teaming and PLC structures to reinforce instructional practices that allow all students to successfully engage with grade level content. | *Targeted data analysis that reveals more students are showing progress and success with grade level content and materials as measured by district-wide common assessments and curriculum/team developed assessments.* | YES | | continue | |
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| **Lessons Learned (Now)** | | | | | |
| **Most teachers are beginning to embrace a growth mindset about students’ ability to be successful in grade level standards and on grade level work/assignments** | | | | | |
| **Next Steps:** | | | | | |
| **Plan quarterly vertical team meeting time.**  **Continue PLCs using the 3 Phase model.**  **Continue unit lesson planning in ELA and Math (and Science).**  **Implement simplified lesson plan templates that blend the PLC phases with backwards lesson planning.**  **Implement quarterly peer observations and instructional rounds.** | | | | | |
| **Needs:** | | | | | | |
| **Time for vertical team meetings (and perhaps substitutes)**  **Revisit Essential Standards for ELA and Math** | | | | | |
| **Connectedness** | | | | | | |
| **School Goal 3:**  To increase teacher responses on Insight Data to 80% of teachers believe time spent collaborating with colleagues is productive, a 17% increase. | | | **Did we achieve our goal?** | | **Continue, Correct, or Cancel the Goal?** | |
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| **Improvement Strategies** | | **Intended Outcomes** | **Were our improvement strategies successful?** | | **Continue, Correct, or Cancel the Strategy?** | |
| Modeling and supporting the PLC process. | | *Collaborating planning and PLC meetings become more productive, purposeful, and data centered. Increased time spent on instructional design and outcomes and decreased time spent on logistics.* | Yes | | Continue | |
| Modeling and supporting the PLC process byrevisiting the agenda/time allocations and individual roles within the collaborative team meetings. | | Maximizing PLC and collaborative team time and establishing level of importance for the time spent together as a team focused on standards based planning and backward design. | Yes | | Continue | |
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| **Lessons Learned (Now)** | | | | | | |
| **PLCs resulted in powerful and eye-opening data and instructional discussions in almost all grade levels.**  **Vertical team meeting was very well received by all involved and most staff expressed a desire to continue this work.**  **Teachers are very open to peer observations and internal instructional rounds.** | | | | | | |
| **Next Steps:** | | | | | | |
| **Plan quarterly vertical team meeting time.**  **Continue PLCs using the 3 Phase model.**  **Continue unit lesson planning in ELA and Math (and Science).**  **Implement simplified lesson plan templates that blend the PLC phases with backwards lesson planning.**  **Implement quarterly peer observations and instructional rounds.**  **Assign specific professional learning focus for Early Release Wednesdays – ELLevations, MTSS, College & Career Readiness, etc…** | | | | | | |
| **Needs:** | | | | | | |
| **Time for vertical team meetings (and perhaps substitutes)**  **Schedule for peer observations that includes classroom coverage and coaching support.** | | | | | | |