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.

Events 6-8: Navigating Our Course Handout



**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 if 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:
    1. Strong - on track
    2. At Risk - requires some refinement and/or support
    3. 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.

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| **Student Success** | | | | |
| **School Goal 1:** Student proficiency for will increase by 10% in ELA and Math as indicated on the SBAC for the general population, and IEP and EL subgroups. | | | | |
| **Improvement Strategies** | **Intended Outcomes** | **Event 6 Status** | **Event 7 Status** | **Event 8 Status** |
| Improve/Increase Tier I instructional strategies, opportunities and supports. | All students working within Tier I system will receive instruction that includes student focused strategies, scaffolding, groupings, and structures as established by pacing, curriculum, and common assessments. | *STRONG* | *STRONG* | *Update after Event 8* |
| Support struggling and developing learners (Tier 2 or 3) through the use of trained teachers and interventionists that utilize focused research based programs to support and accelerate learning. (RAZ, Dreambox, LLI, etc.) | **I**dentified students will receive scheduled and regular interventions/instruction that is targeted to support their identified area/s of need. | AT RISK | AT RISK  (MATERIALS JUST ARRIVED) |  |
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| **Adult Learning Culture** | | | | |
| **School Goal 2:** *Within the first 15 weeks of school, an effective and consistent PLC structure will be established that focuses on student data and drives instruction (tier 1,2,3) as evidenced through artifacts, surveys, and SBAC results (as indicated in SPP goal 1)* | | | | |
| **Improvement Strategies** | **Intended Outcomes** | **Event 6 Status** | **Event 7 Status** | **Event 8 Status** |
| Establish and follow a Professional Learning Community Model (as based on the Learning by Doing and Leading PLCs at Work models) which ensures a data focus, common assessments, and common tier I planning and instruction that utilizes the 4 critical questions for PLCs. | *By establishing a strong PLC culture with the school, Tier 1 instruction and strategies will be aligned throughout a grade level by utilizing common data and using that data to inform and align instruction, supports, and outcomes to student needs and required pacing.* | *STRONG* | *STRONG* | *Update after Event 8* |
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| **Connectedness** | | | | |
| **School Goal 3:** *Stead ES will increase participation at academic activities related to ELA throughout the year (increase in parent numbers at each event starting with a baseline at the first event) as measured by sign-in sheets or virtual meeting attendance.* | | | | |
| **Improvement Strategies** | **Intended Outcomes** | **Event 6 Status** | **Event 7 Status** | **Event 8 Status** |
| *Build partnerships with families utilizing the Parent Teacher Home Visit program* | *By establishing a strong PTHV program at our school, trust and interactions between teachers and families will improve allowing for further dialogue and supports related to students' academic and behavior progress.* | *AT RISK* | *AT RISK, BUT IMPROVED* | *Update after Event 8* |
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# Event 6 - Status Check 1

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| **Student Success** | | |
| **School Goal 1:** Student proficiency for will increase by 10% in ELA and Math as indicated on the SBAC for the general population, and IEP and EL subgroups. | | |
| **Improvement Strategies** | **Intended Outcomes** | **Event 6 Status** |
| Improve/Increase Tier I instructional strategies, opportunities and supports. | All students working within Tier I system will receive instruction that includes student focused strategies, scaffolding, groupings, and structures as established by pacing, curriculum, and common assessments. | STRONG |
| Support struggling and developing learners (Tier 2 or 3) through the use of trained teachers and interventionists that utilize focused research based programs to support and accelerate learning. (RAZ, Dreambox, LLI, etc.) | **I**dentified students will receive scheduled and regular interventions/instruction that is targeted to support their identified area/s of need. | AT RISK |
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| **Lessons Learned (Now)** | | |
| **Strategy 1:** *Establishing a master schedule that enable uninterrupted Tier I instructional time*  **Strategy 2:** *Grade level PLCs meet frequently to discuss common assessment and results*    **Strategy 3:** *Establish common teacher walk-throughs that can be utilized by both teachers and admin for shared conversations/review*  **Strategy 4:** | | |
| **Next Steps:** | | |
| **Strategy 1:** *District pacing Guides, Instructional Calendars, Master Schedule that supports Tier I and other tiered instruction without interruptions*  **Strategy 2:** *Having Learning Facilitator work with PLCs and admin to establish, model, train staff on highly effective Tier I instructional models*  **Strategy 3:** *Common time for PLC work, walk-throughs, training, support, and planning*  **Strategy 4:** | | |
| **Need:** | | |
| **Strategy 1:** *Work with identified PLCs to incorporate reding groups/trainings/support for intervention needs*  **Strategy 2:** *Identify approved intervention materials that are more aligned with student needs*  **Strategy 3:** *Redoing master schedule to help support more time for PLC work throughout the day*  **Strategy 4:** | | |

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| **Adult Learning Culture** | | |
| **School Goal 2:** *Within the first 15 weeks of school, an effective and consistent PLC structure will be established that focuses on student data and drives instruction (tier 1,2,3) as evidenced through artifacts, surveys, and SBAC results (as indicated in SPP goal 1)* | | |
| **Improvement Strategies** | **Intended Outcomes** | **Event 6 Status** |
| Establish and follow a Professional Learning Community Model (as based on the Learning by Doing and Leading PLCs at Work models) which ensures a data focus, common assessments, and common tier I planning and instruction that utilizes the 4 critical questions for PLCs. | *By establishing a strong PLC culture with the school, Tier 1 instruction and strategies will be aligned throughout a grade level by utilizing common data and using that data to inform and align instruction, supports, and outcomes to student needs and required pacing.* | STRONG |
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| **Lessons Learned (Now)** | | |
| **Strategy 1:** *Hire a Learning Facilitator to support PLC process*  **Strategy 2:** *Create designated PLC times and hire substitute teachers to support PLC structure*  **Strategy 3:** *Provide training and support for PLC*  **Strategy 4:** | | |
| **Next Steps:** | | |
| **Strategy 1:** *Training and protocols for effective PLC implementation*  **Strategy 2:** *Professional Development around PLC work and effective instruction*  **Strategy 3:***Trainings on supporting common assessments and progress monitoring*  **Strategy 4:** | | |
| **Need:** | | |
| **Strategy 1:** *Hiring a qualified Learning Facilitator*  **Strategy 2:** *Being able to keep PLC time from being interrupted/cancelled due to substitute shortage/coverage*  **Strategy 3:** *Establishing norms, agendas, protocols, and expectations for PLCs*  **Strategy 4:** | | |

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| **Connectedness** | | |
| **School Goal 3:** *Stead ES will increase participation at academic activities related to ELA throughout the year (increase in parent numbers at each event) as measured by sign-in sheets or virtual meeting attendance.* | | |
| **Improvement Strategies** | **Intended Outcomes** | **Event 6 Status** |
| *Build partnerships with families utilizing the Parent Teacher Home Visit program* | *By establishing a strong PTHV program at our school, trust and interactions between teachers and families will improve allowing for further dialogue and supports related to students' academic and behavior progress.* | AT Risk |
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| **Lessons Learned (Now)** | | |
| **Strategy 1:** *S1 low participation in PTHV; less funding*  **Strategy 2:** *Identify and train Teacher volunteers for the program*  **Strategy 3:**  **Strategy 4:** | | |
| **Next Steps:** | | |
| **Strategy 1:** *Increase teacher PTHVs*  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |
| **Need:** | | |
| **Strategy 1:** *More stipend hours to make actual impact on whole school*  **Strategy 2:** *Securing and Training Teachers*  **Strategy 3:** *Establishing trust with families to welcome a “Home Visit”*  **Strategy 4:** | | |

# Event 7 - Status Check 2

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| **Student Success** | | |
| **School Goal 1:** Student proficiency for will increase by 10% in ELA and Math as indicated on the SBAC for the general population, and IEP and EL subgroups. | | |
| **Improvement Strategies** | **Intended Outcomes** | **Event 7 Status** |
| Improve/Increase Tier I instructional strategies, opportunities and supports. | All students working within Tier I system will receive instruction that includes student focused strategies, scaffolding, groupings, and structures as established by pacing, curriculum, and common assessments. | STRONG |
| Support struggling and developing learners (Tier 2 or 3) through the use of trained teachers and interventionists that utilize focused research based programs to support and accelerate learning. (RAZ, Dreambox, LLI, etc.) | **I**dentified students will receive scheduled and regular interventions/instruction that is targeted to support their identified area/s of need. | AT RISK- MATERIALS JUST ARRIVED |
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| **Lessons Learned (Now)** | | |
| **Strategy 1:** *Establishing a master schedule that enable uninterrupted Tier I instructional time*  **Strategy 2:** *Grade level PLCs meet frequently to discuss common assessment and results*    **Strategy 3:** *Establish common teacher walk-throughs that can be utilized by both teachers and admin for shared conversations/review* | | |
| **Next Steps:** | | |
| **Strategy 1:** *District pacing Guides, Instructional Calendars, Master Schedule that supports Tier I and other tiered instruction without interruptions*  **Strategy 2:** *Having Learning Facilitator work with PLCs and admin to establish, model, train staff on highly effective Tier I instructional models*  **Strategy 3:** *Common time for PLC work, walk-throughs, training, support, and planning*  **Strategy 4:** | | |
| **Need:** | | |
| **Strategy 1:** *Work with identified PLCs to incorporate reding groups/trainings/support for intervention needs*  **Strategy 2:** *Identify approved intervention materials that are more aligned with student needs*  **Strategy 3:** *Redoing master schedule to help support more time for PLC work throughout the day*  **Strategy 4:** | | |

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| **Adult Learning Culture** | | |
| **School Goal 2:** *Within the first 15 weeks of school, an effective and consistent PLC structure will be established that focuses on student data and drives instruction (tier 1,2,3) as evidenced through artifacts, surveys, and SBAC results (as indicated in SPP goal 1)* | | |
| **Improvement Strategies** | **Intended Outcomes** | **Event 7 Status** |
| Establish and follow a Professional Learning Community Model (as based on the Learning by Doing and Leading PLCs at Work models) which ensures a data focus, common assessments, and common tier I planning and instruction that utilizes the 4 critical questions for PLCs. | *By establishing a strong PLC culture with the school, Tier 1 instruction and strategies will be aligned throughout a grade level by utilizing common data and using that data to inform and align instruction, supports, and outcomes to student needs and required pacing.* | STRONG |
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| **Lessons Learned (Now)** | | |
| **Strategy 1:** *Hire a Learning Facilitator to support PLC process*  **Strategy 2:** *Create designated PLC times and hire substitute teachers to support PLC structure*  **Strategy 3:** *Provide training and support for PLC*  **Strategy 4:** | | |
| **Next Steps:** | | |
| **Strategy 1:** *Training and protocols for effective PLC implementation*  **Strategy 2:** *Professional Development around PLC work and effective instruction*  **Strategy 3:***Trainings on supporting common assessments and progress monitoring*  **Strategy 4:** | | |
| **Need:** | | |
| **Strategy 1:** *Hiring a qualified Learning Facilitator*  **Strategy 2:** *Being able to keep PLC time from being interrupted/cancelled due to substitute shortage/coverage*  **Strategy 3:** *Establishing norms, agendas, protocols, and expectations for PLCs*  **Strategy 4:** | | |

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| **Connectedness** | | |
| **School Goal 3:** *Alice Smith will increase participation at academic activities related to ELA throughout the year (increase in parent numbers at each event) as measured by sign-in sheets or virtual meeting attendance.* | | |
| **Improvement Strategies** | **Intended Outcomes** | **Event 7 Status** |
| *Build partnerships with families utilizing the Parent Teacher Home Visit program* | *By establishing a strong PTHV program at our school, trust and interactions between teachers and families will improve allowing for further dialogue and supports related to students' academic and behavior progress.* | AT Risk |
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| **Lessons Learned (Now)** | | |
| **Strategy 1:** *S1 low participation in PTHV; less funding*  **Strategy 2:** *Identify and train Teacher volunteers for the program*  **Strategy 3:**  **Strategy 4:** | | |
| **Next Steps:** | | |
| **Strategy 1:** *Increase teacher PTHVs*  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |
| **Need:** | | |
| **Strategy 1:** *More stipend hours to make actual impact on whole school*  **Strategy 2:** *Securing and Training Teachers*  **Strategy 3:** *Establishing trust with families to welcome a “Home Visit”*  **Strategy 4:** | | |

# Event 8 - Status Check 3

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| **Student Success** | | |
| **School Goal 1:** *Copy/paste Goals the school identified in the SPP Roadmap or from the At A Glance table above.* | | |
| **Improvement Strategies** | **Intended Outcomes** | **Event 8 Status** |
| *Copy/paste Improvement Strategies identified in the SPP Roadmap or from above. Add/delete rows as needed.* | *Copy/paste intended outcomes the school identified in the SPP Roadmap or from above.* |  |
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| **Key Takeaways (Now):** | | |
| **Strategy 1:**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |
| **Next:** | | |
| **Strategy 1:**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |
| **Need:** | | |
| **Strategy 1:**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |

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| **Adult Learning Culture** | | |
| **School Goal 2:** *Copy/paste Goals the school identified in the SPP Roadmap or from the At A Glance table above.* | | |
| **Improvement Strategies** | **Intended Outcomes** | **Event 8 Status** |
| *Copy/paste Improvement Strategies identified in the SPP Roadmap or from above. Add/delete rows as needed.* | *Copy/paste intended outcomes the school identified in the SPP Roadmap or from above.* |  |
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| **Lessons Learned (Now)** | | |
| **Strategy 1:**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |
| **Next:** | | |
| **Strategy 1:**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |
| **Need:** | | |
| **Strategy 1:**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |

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| **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 8 Status** |
| *Copy/paste Improvement Strategies identified in the SPP Roadmap or from above. Add/delete rows as needed.* | *Copy/paste intended outcomes the school identified in the SPP Roadmap or from above.* |  |
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| **Lessons Learned (Now)** | | |
| **Strategy 1:**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |
| **Next:** | | |
| **Strategy 1:**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |
| **Need:** | | |
| **Strategy 1:**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |