

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				
School Goal 1: Lemmon Valley students will exhibit performance that shows achieving higher proficiency (Level 3 or 4) in both ELA & Math with the SBAC. In 2021-22, AGP data will show an 8-10% increase of students will meet state catch-up targets in ELA & Math.				
Improvement Strategies	Intended Outcomes	Event 6 Status	Event 7 Status	Event 8 Status
Tier 1 instruction implementation during the instructional day with a focus on use of backwards planning with high quality guaranteed and viable curriculum guides in ELA and math. This will be supported with research based impactful instructional practices, supplemental materials, scaffolds, and differentiation for learning of grade level content.	Students will be engaged in 85% of the learning and text to ensure Tier 1/grade level learning is occurring with high quality instructional supports and language development integration for all students to access Nevada Academic Content Standards learning.	At Risk	At Risk	Update after Event 8
Data-driven instructional decision making occurring with the essential standards of learning from LVES Common Assessments.	Increase in student performance on LVES Common Assessments with 70% of students meeting or exceeding (80%) standards on Lemmon Valley ES (LVES) common assessments.	Strong	Strong	

Adult Learning Culture				
School Goal 2: Ensure the Professional Learning Communities (PLC) process is implemented with fidelity and reliability school wide to ensure the four essential questions of PLC are utilized to implement data-driven instructional decision-making school wide.				
Improvement Strategies	Intended Outcomes	Event 6 Status	Event 7 Status	Event 8 Status
Through the PLC process, common assessments will be created through alignment to the essential	All ELA and math unit/topic common assessments are created	Strong	At Risk	Update after Event 8



standards in both ELA and Math creating a baseline of performance data to support goals for the 21-22 SY.	with alignment to the LVES Essential Standards with access to School City administration of the common assessment.			
The common assessment results will be analyzed, through PLC processes, to assess the effectiveness of Tier 1 instruction and identify opportunities for instructional modifications and reteaching/enrichment with accurate use of data-analysis process to be making informed data driven instructional decision making.	Consistent and continuous PLC Process cycle being implemented with data-analysis of all Unit Common Assessments, and evident next steps to instructional practices documented in LVES PLC Road Maps.	Strong	Strong	

Connectedness				
School Goal 3: Greater presence of Social Emotional Learning (SEL) practices integrated into the classroom and school environment by increasing the number of observable Teacher and Student SEL practices and positive reinforcement engagement. Decrease in percentage of Chronic Absenteeism to reflect less than or equal to 6% students chronically absent.				
Improvement Strategies	Intended Outcomes	Event 6 Status	Event 7 Status	Event 8 Status
School-wide and Tier 1 classroom integration of SEL practices and PBIS system to promote positive learning environment for all students.	Increase in student climate survey results on the SEL practices and indicators for positive outcomes.	Strong	Strong	Update after Event 8
Decrease in percentage of Chronic Absenteeism students at Lemmon Valley Elementary School through the use of the SEL curriculum.	Decrease in percentage of Chronic Absenteeism to reflect less than or equal to 6% students chronically absent.	At Risk	At Risk	

Event 7 - Status Check 2

Student Success
School Goal 1: Lemmon Valley students will exhibit performance that shows achieving higher proficiency (Level 3 or 4) in both



ELA & Math with the SBAC. In 2021-22, AGP data will show an 8-10% increase of students will meet state catch-up targets in ELA & Math.

Improvement Strategies	Intended Outcomes	Event 7 Status
Tier 1 instruction implementation during the instructional day with a focus on use of backwards planning with high quality guaranteed and viable curriculum guides in ELA and math. This will be supported with research based impactful instructional practices, supplemental materials, scaffolds, and differentiation for learning of grade level content.	Students will be engaged in 85% of the learning and text to ensure Tier 1/grade level learning is occurring with high quality instructional supports and language development integration for all students to access Nevada Academic Content Standards learning.	At Risk
Data-driven instructional decision making occurring with the essential standards of learning from LVES Common Assessments.	Increase in student performance on LVES Common Assessments with 70% of students meeting or exceeding (80%) standards on Lemmon Valley ES (LVES) common assessments.	Strong

Lessons Learned (Now)

- Strategy 1: Teacher need more guidance and support for a more student-centered learning that engage students in 85% of the learning**
- Strategy 2: Teacher need more guidance and support for implementing and utilizing high quality instructional practices that engage students in 85% of the learning**
- Strategy 3:**
- Strategy 4:**

Next Steps:

Strategy 1: Professional Learning of student-centered learning to engage students in 85% of the learning.



Strategy 2: Professional Learning of implementing and utilizing high quality instructional practices to engage students in 85% of the learning.

Strategy 3: Instructional coaching/modeling/and coteaching of student engagement and use of high quality instructional practices.

Strategy 4:

Need:

Strategy 1: Learning Facilitator and Admin support for this Professional Development and Instructional coaching

Strategy 2: Concrete strategies and models of student-centered learning of students engaged in 85% of the learning.

Strategy 3:

Strategy 4:

Adult Learning Culture

School Goal 2: Ensure the Professional Learning Communities (PLC) process is implemented with fidelity and reliability school wide to ensure the four essential questions of PLC are utilized to implement data-driven instructional decision-making school wide.

Improvement Strategies	Intended Outcomes	Event 7 Status
Through the PLC process, common assessments will be created through alignment to the essential standards in both ELA and Math creating a baseline of performance data to support goals for the 21-22 SY.	All ELA and math unit/topic common assessments are created with alignment to the LVES Essential Standards with access to School City administration of the common assessment.	Strong
The common assessment results will be analyzed, through PLC processes, to assess the effectiveness of Tier 1 instruction and identify opportunities for	Consistent and continuous PLC Process cycle being implemented with data-analysis of all Unit Common Assessments, and evident next steps to instructional	Strong



instructional modifications and reteaching/enrichment with accurate use of data-analysis process to be making informed data-driven instructional decision making.	practices documented in LVES PLC Road Maps.	
Lessons Learned (Now)		
<p>Strategy 1: PLCs have been consistent and prioritized PLCs as a focus school wide.</p> <p>Strategy 2: LVES PLC Road Map has been a successful guide for PLC Process implementation.</p> <p>Strategy 3:</p> <p>Strategy 4:</p>		
Next Steps:		
<p>Strategy 1: Data-analysis discussion need to continue and deepen to allow for specific high quality instructional practices are utilized and implemented.</p> <p>Strategy 2: Deeper and consistent use of the LVES Data-Analysis protocol during the PLC Process.</p> <p>Strategy 3:</p> <p>Strategy 4:</p>		
Need:		
<p>Strategy 1: Professional Learning on Data-Analysis</p> <p>Strategy 2:</p> <p>Strategy 3:</p> <p>Strategy 4:</p>		



Connectedness		
<p>School Goal 3: Greater presence of Social Emotional Learning (SEL) practices integrated into the classroom and school environment by increasing the number of observable Teacher and Student SEL practices and positive reinforcement engagement. Decrease in percentage of Chronic Absenteeism to reflect less than or equal to 6% students chronically absent.</p>		
Improvement Strategies	Intended Outcomes	Event 7 Status
School-wide and Tier 1 classroom integration of SEL practices and PBIS system to promote positive learning environment for all students.	Increase in student climate survey results on the SEL practices and indicators for positive outcomes.	Strong
Decrease in percentage of Chronic Absenteeism students at Lemmon Valley Elementary School through the use of the SEL curriculum.	Decrease in percentage of Chronic Absenteeism to reflect less than or equal to 6% students chronically absent.	At Risk
Lessons Learned (Now)		
<p>Strategy 1: Give Climate Survey when other tests are not being given.</p> <p>Strategy 2: Have Counselor proctor the climate survey and be available to answer students' questions if they don't understand, to ensure consistency of survey completion.</p> <p>Strategy 3: Use a climate survey for multiple grades to provide a broader base for climate survey to give a more accurate picture of where the school is with SEL</p> <p>Strategy 4: Overall SEL competency scores for this year went up from 60% 2020/21 to 65% 2021/2022</p> <p>Strategy 5: Incentivizing students through Attendance monitors and family meeting has helped decrease the percentage of Chronic Absenteeism to currently .44% Severely Chronic Absenteeism and 16.47% for Chronic Absenteeism. Total 16.91%</p> <p>Strategy 6: Classroom and whole school incentive systems are showing improvements</p>		



Strategy 7: Having Safe School Professional or Counselor sit in on conferences to talk about attendance with parents was very helpful
Next Steps:
Strategy 1: Receive and analyze Climate Survey results from 3rd & 4th grade students climate survey.
Strategy 2: Conduct SEL Fidelity Checks through classroom Walk-throughs with administration.
Strategy 3: Continue to implement incentive programs
Strategy 4: Hold parent meeting with those students that are chronically absent.
Strategy 5: Safe School Professional to continue to remove barriers for families by providing additional resource and supports community wide.
Need:
Strategy 1: Professional Learning of Sanford and Harmony SEL Curriculum implementation by all classroom teachers
Strategy 2: Professional Learning on Growth Mindset for all staff to encourage buy-in and implementation.
Strategy 3: All staff participation in incentive programs
Strategy 4:

Event 8 - Status Check 3

Student Success		
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Improvement Strategies	Intended Outcomes	Event 8 Status
Tier 1 instruction implementation during the instructional day with a focus on use of backwards	Students will be engaged in 85% of the learning and text to ensure Tier 1/grade level learning is occurring	



<p>planning with high quality guaranteed and viable curriculum guides in ELA and math. This will be supported with research based impactful instructional practices, supplemental materials, scaffolds, and differentiation for learning of grade level content.</p>	<p>with high quality instructional supports and language development integration for all students to access Nevada Academic Content Standards learning.</p>	
<p>Data-driven instructional decision making occurring with the essential standards of learning from LVES Common Assessments.</p>	<p>Increase in student performance on LVES Common Assessments with 70% of students meeting or exceeding (80%) standards on Lemmon Valley ES (LVES) common assessments</p>	
Key Takeaways (Now):		
<p>Strategy 1:</p>		
<p>Strategy 2:</p>		
<p>Strategy 3:</p>		
<p>Strategy 4:</p>		
Next:		
<p>Strategy 1:</p>		
<p>Strategy 2:</p>		
<p>Strategy 3:</p>		
<p>Strategy 4:</p>		
Need:		



Strategy 1:
Strategy 2:
Strategy 3:
Strategy 4:

Adult Learning Culture

School Goal 2: Ensure the Professional Learning Communities (PLC) process is implemented with fidelity and reliability school wide to ensure the four essential questions of PLC are utilized to implement data-driven instructional decision-making school wide.

Improvement Strategies	Intended Outcomes	Event 8 Status
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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:

Connectedness		
<p>School Goal 3: Greater presence of Social Emotional Learning (SEL) practices integrated into the classroom and school environment by increasing the number of observable Teacher and Student SEL practices and positive reinforcement engagement. Decrease in percentage of Chronic Absenteeism to reflect less than or equal to 6% students chronically absent.</p>		
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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:		