**Navigating Our Course At A Glance**

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

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| **Student Success** | | | |
| **School Goal 1:** By the next State ELA Exam, Dodson will improve ELA Proficiency for all students by 13 percentage points to get to the 39-percentile proficient. By the next State Math Exam, Dodson will improve Math Proficiency for all students by 19 percentage points to get to the 30-percentile proficient. | | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** | **Status Check 2 Status** |
| *Copy/paste Improvement Strategies identified in the SPP Roadmap. Add/delete rows as needed.* | *Copy/paste Intended Outcomes identified in the SPP Roadmap.* | *Update after Status Check 1* | *Update after Status Check 2* |
| i-Ready | Staff training for i-Ready. | Strong |  |
|  | Effective implementation of i-Ready. | Strong |  |
|  | After school tutoring with IABs (i-Ready SBAC prep questions). | Strong |  |
|  | Focus on SBAC prep (using i-Ready SBAC prep questions). | Strong |  |
|  | Two 60-minute planning/PLC days per week. | At Risk |  |
|  | Increase effective math instruction with best practices (using iReady data). | Strong |  |
| GLAD Strategies | GLAD trainer to offer GLAD Refresher Training to Staff. | Strong |  |
|  | Admin/LF presence in PLCs and planning (when planning for GLAD). | Strong |  |
|  | Two 60-minute planning/PLC days per week. | At Risk |  |
|  | LF to coach/co-teach in classrooms targeted for specific classroom needs. | At Risk |  |

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| **Adult Learning Culture** | | | |
| **School Goal 2:** Between Fall 2023 and Spring 2024, Dodson will decrease the number of students in T1+ by 10%. | | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** | **Status Check 2 Status** |
| *Copy/paste Improvement Strategies identified in the SPP Roadmap. Add/delete rows as needed.* | *Copy/paste Intended Outcomes identified in the SPP Roadmap.* | *Update after Status Check 1* | *Update after Status Check 2* |
| PLCs | Master schedule created to allow for two 60-minute blocks for PLCs and planning to ensure teachers have adequate time to prep a week. | At Risk |  |
|  | Admin/LF presence in PLCs and planning. | Strong |  |
|  | PLC notes and lesson plans will be uploaded to Teams. | Strong |  |
|  | Weekly common formative assessment discussion and SMARTIE Goals written to drive instruction. | Strong |  |
|  | Effective implementation of iReady (PLC discussion). | Strong |  |
|  | Include support personnel in weekly planning. | At Risk |  |
|  | Implement Heggerty Phonemic Awareness program (discussed during PLCs). | Strong |  |
|  | Learning Facilitator will coach teachers (based on need discussed during PLCs). | Strong |  |
|  | LF to share Science of Reading knowledge with teachers (PLC discussion). | Strong |  |
|  | Teachers given a spreadsheet of where students left off in Phonics First. | Strong |  |
|  | Staff training for i-Ready and teachers will monitor their students’ progress (PLC discussion focus). | Strong |  |
|  | Resource and intervention teachers working with all students based on skills needed (as identified in PLCs). | Strong |  |
|  | Address the gaps in foundational skills (identified in PLCs). | Strong |  |
|  | Increase effective instruction with best practices (high quality Tier 1 instruction discussed in PLCs). | Strong |  |

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| **Connectedness** | | | |
| **School Goal 3:** During the 2023-2024 school year, we will increase parent attendance at PNT meetings by 50% as measured by attendance logs. During the 2023-2024 school year, we will increase the participation for School Climate Survey for Families by 10% as measured by the number of surveys that are turned in. | | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** | **Status Check 2 Status** |
| *Copy/paste Improvement Strategies identified in the SPP Roadmap. Add/delete rows as needed.* | *Copy/paste Intended Outcomes identified in the SPP Roadmap.* | *Update after Status Check 1* | *Update after Status Check 2* |
| Family Engagement with FACE | Retain a full-time FACE (Family and Community Engagement) liaison. | Strong |  |
|  | Teachers personally invite at least one family to attend PNT meetings and paper flyers handed out to families with day, time, and agenda. | At Risk |  |
|  | Monthly PNT meetings have a specific focus that is communicated to families ahead of time on the school calendar and Dojo. | Strong |  |
|  | Expand a PNT (Parent and Teacher) Team and family involvement at school. | Strong |  |
|  | Consistent communication with all students, staff, and families. | Strong |  |

# Status Check 1

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| **Student Success** | | |
| **School Goal 1:** By the next State ELA Exam, Dodson will improve ELA Proficiency for all students by 13 percentage points to get to the 39-percentile proficient. By the next State Math Exam, Dodson will improve Math Proficiency for all students by 19 percentage points to get to the 30-percentile proficient. | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 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.* |  |
| i-Ready | Staff training for i-Ready. | Strong |
|  | Effective implementation of i-Ready. | Strong |
|  | After school tutoring with IABs (i-Ready SBAC prep questions). | Strong |
|  | Focus on SBAC prep (using i-Ready SBAC prep questions). | Strong |
|  | Two 60-minute planning/PLC days per week. | At Risk |
|  | Increase effective math instruction with best practices (using iReady data). | Strong |
| GLAD Strategies | GLAD trainer to offer GLAD Refresher Training to Staff. | Strong |
|  | Admin/LF presence in PLCs and planning (when planning for GLAD). | Strong |
|  | Two 60-minute planning/PLC days per week. | At Risk |
|  | LF to coach/co-teach in classrooms targeted for specific classroom needs. | Strong |
| **Lessons Learned (Now)** | | |
| **Strategy 1:** Many of our action steps on the roadmap did not relate to our improvement strategies. We narrowed our action steps down to the ones that pertain to our improvement strategies that were iReady and GLAD.  **Strategy 2:** We learned that the SBAC prep materials are available to teachers all year and that we should be using questions from the materials while lessons are being taught throughout the year instead of waiting for a review time right before SBAC.  **Strategy 3:** With the new teacher contract, we learned that our two 60-minute PLC/planning days have turned into two prep days, and we have had to adjust our PLC schedule. With this happening in the middle of the year, some of our Wednesday’s are already allocated to other things which is forcing PLCs to occur less frequently.  **Strategy 4:** The iReady consultants and trainers are extremely helpful and quick in their responses to issues that arise. However, the training that we have had so far is not enough for the level at which the district is emphasizing the use of iReady. The roll out for iReady was poor and there are many misconceptions across the district. | | |
| **Next Steps:** | | |
| **Strategy 1:** Next year in writing our SPP, we will ensure that our actions steps directly correlate and align with our improvement strategies.  **Strategy 2:** We have on the schedule to show 3rd-5th grade teachers and SPED teachers these materials. Next year we will request logins and remind teachers of these websites at the beginning of the year and have them incorporate SBAC practice into their units of instruction.  **Strategy 3:** To adjust our PLC schedule to happen on Wednesdays. The principal, dean, LF, ELDSF, and Resource teacher will do 3-week rotations in K/1, 2/3, and 4/5. Next year we will make sure that we don’t schedule anything else on Wednesday afternoons so PLC’s can happen with high frequency.  **Strategy 4:** Schedule site-based training with I-Ready trainers at the beginning of the year if it’s possible**.** | | |
| **Need:** | | |
| **Strategy 1:** SPP funding for an SPP team to continue as it was helpful to have a team working on it, but people only want to do it for compensation, stipends or credits.  **Strategy 2:** ESSER funds to be continued and increased next year so we can get more teachers, more days a week, and start earlier for SBAC bootcamp.  **Strategy 3:** Retention of the LF to support PLSc, iReady training and data analysis, and GLAD modeling and implementation.  **Strategy 4:** We need more iReady training and more frequently. | | |

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| **Adult Learning Culture** | | |
| **School Goal 2:** Between Fall 2023 and Spring 2024, Dodson will decrease the number of students in T1+ by 10%. | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 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.* |  |
| PLCs | Master schedule created to allow for two 60-minute blocks for PLCs and planning to ensure teachers have adequate time to prep a week. | At Risk |
|  | Admin/LF presence in PLCs and planning. | Strong |
|  | PLC notes and lesson plans will be uploaded to Teams. | Strong |
|  | Weekly common formative assessment discussion and SMARTIE Goals written to drive instruction. | Strong |
|  | Effective implementation of iReady (PLC discussion). | Strong |
|  | Include support personnel in weekly planning. | At Risk |
|  | Implement Heggerty Phonemic Awareness program (discussed during PLCs). | Strong |
|  | Learning Facilitator will coach teachers (based on need discussed during PLCs). | Strong |
|  | LF to share Science of Reading knowledge with teachers (PLC discussion). | Strong |
|  | Teachers given a spreadsheet of where students left off in Phonics First. | Strong |
|  | Staff training for i-Ready and teachers will monitor their students’ progress (PLC discussion focus). | Strong |
|  | Resource and intervention teachers working with all students based on skills needed (as identified in PLCs). | Strong |
|  | Address the gaps in foundational skills (identified in PLCs). | Strong |
|  | Increase effective instruction with best practices (high quality Tier 1 instruction discussed in PLCs). | Strong |
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| **Lessons Learned (Now)** | | |
| **Strategy 1:** With the new teacher contract, we learned that our two 60-minute PLC/planning days have turned into two prep days and we have had to adjust our PLC schedule. With this happening in the middle of the year, some of our Wednesday’s are already allocated to other things which is forcing PLCs to occur less frequently.  **Strategy 2:** With the new teacher contract, admin is unable to dictate when “planning” happens which leads to inconsistencies. Support personnel can only join if they are invited but cannot always make it because of their schedule.  **Strategy 3:** When implemented correctly, Heggerty is showing improvement in students’ foundational phonemic awareness skills as shown in iReady diagnostic scores.  **Strategy 4:** iReady SBAC questions can be used as a weekly common formative assessment and analyzed to see what students know and are able to do as well as areas for growth. | | |
| **Next Steps:** | | |
| **Strategy 1:** To adjust our PLC schedule to happen on Wednesdays. The principal, dean, LF, ELDSF, and Resource teacher will do 3-week rotations in K/1, 2/3, and 4/5. Next year we will make sure that we don’t schedule anything else on Wednesday afternoons so PLC’s can happen with high frequency.  **Strategy 2:** Teachers need to invite support personnel into their planning time if support is needed.  **Strategy 3:** Continue implementing Heggerty in primary grades.  **Strategy 4:** Start using SBAC prep questions at the beginning of the year and throughout the units of instruction. | | |
| **Need:** | | |
| **Strategy 1:** Retention of school LF to continue facilitating PLCs and disaggregating data with teachers.  **Strategy 2:** Messaging teachers that they need to invite support personnel into their planning time if support is needed.  **Strategy 3:** Retention of school LF to continue modeling and coaching Curriculum.  **Strategy 4:** Science SBAC prep questions to be added to the iReady website and the Tools for Teachers interim assessments. | | |

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| **Connectedness** | | |
| **School Goal 3:** During the 2023-2024 school year, we will increase parent attendance at PNT meetings by 50% as measured by attendance logs. During the 2023-2024 school year, we will increase the participation for School Climate Survey for Families by 10% as measured by the number of surveys that are turned in. | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 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.* |  |
| Family Engagement with FACE | Retain a full-time FACE (Family and Community Engagement) liaison | Strong |
|  | Teachers personally invite at least one family to attend PNT meetings and paper flyers handed out to families with day, time, and agenda. | At Risk |
|  | Monthly PNT meetings have a specific focus that is communicated to families ahead of time on the school calendar and Dojo. | Strong |
|  | Expand a PNT (Parent and Teacher) Team and family involvement at school. | Strong |
|  | Consistent communication with all students, staff, and families. | Strong |
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| **Lessons Learned (Now)** | | |
| **Strategy 1:** A full-time face is necessary for the implementation of a successful PNT and family events.  **Strategy 2:** We get more involvement when teachers have personally invited a family member to attend the PNT meeting.  **Strategy 3:** PNT meetings are more productive and successful when they have a specific focus.  **Strategy 4:** We don’t know if handing out flyers helps attendance in PNT because we have not been consistent with this. | | |
| **Next Steps:** | | |
| **Strategy 1:** Continuation of FACE in facilitating the PNT meetings and communication of information before and after meetings.  **Strategy 2:** FACE will remind teachers to invite at least 1 family to the next PNT meeting.  **Strategy 3:** When we meet to create next year’s calendar, schedule the PNT meeting with a specific focus.  **Strategy 4:** FACE will create flyers for the PNT meetings and give to teachers to send home. | | |
| **Need:** | | |
| **Strategy 1:** More Title money to retain a full-time FACE.  **Strategy 2:** We need to be more consistent in personally inviting families.  **Strategy 3:** Events Committee to attend a calendar building meeting.  **Strategy 4:** We need to be more consistent in handing out flyers for PNT Meetings and give to teachers to send home. | | |

# Status Check 2

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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** | **Status Check 2 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 Steps:** | | |
| **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** | **Status Check 2 Status** |
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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:** | | |

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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** | **Status Check 2 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:** | | |