# 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 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:
        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 <mark>Strong</mark>, <mark>At Risk</mark>, or <mark>Needs Immediate Attention</mark> to the Event # Status column determined by the Event's activities on the following pages.

| Student Success | | | | | |
|---|---|---|---|---|---|
| **School Goal 1:** Mendive students will be 50% (up 6%) proficient in ELA per the results of our 2022 ELA SBAC and will be 25% (up 6%) proficient in Math per the results of our 2022 MATH SBAC | | | | | |
| **Improvement Strategies** | **Intended Outcomes** | **Event 6 Status** | **Event 7 Status** | **Event 8 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 Event 6* | *Update after Event 7* | *Update after Event 8* | |
| <ul><li>Decrease student chronic and severe absenteeism</li><li>Time allocated for Tier 2 Interventions</li><li>Offer after school tutoring to help recover learning loss</li><li>Hire a certified teacher to lower class sizes</li><li>Hire a counselor to support with student attendance</li><li>Strengthen Tier 1 Instruction</li></ul> | <ul><li>Mendive students will be 50% (up 6%) proficient in ELA per the results of our 2022 ELA SBAC and will be 25% (up 6%) proficient in Math per the results of our 2022 MATH SBAC</li></ul> | N/A- Per NDE | <mark>At Risk</mark> | | |
| | | | | | |

| Adult Learning Culture | | | | | |
|---|---|---|---|---|---|
| **School Goal 2:** By the end of the 2021-2022 school year, all our Departmental PLCs will begin sharing, analyzing, and discussing student work (assignments, assessments, projects, etc...) samples. | | | | | |
| **Improvement Strategies** | **Intended Outcomes** | **Event 6 Status** | **Event 7 Status** | **Event 8 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 Event 6* | *Update after Event 7* | *Update after Event 8* | |
| <ul><li>Not enough time allocated for teachers to conduct effective PLCs</li></ul> | <ul><li>Sub out each department two whole days per year to conduct</li></ul> | N/A per NDE | <mark>At Risk</mark> | | |

| | | | | |
|---|---|---|---|---|
| • Lack of quick, easy to grade, effective formative assessments at the beginning of each unit that PLCs. . | their PLCs.<br><br>• Grade level departments develop a 5- 10 question formative assessment-seeking feedback on where student's knowledge are with the upcoming unit/lesson. Looking at and sharing results would supply quick, valuable student data/feedback. | | | |
| | | | | |

<br>

| Connectedness |
|---|

**School Goal 3:**
- Mendive students will show growth in their SEL Skills. They will increase 3% points with their self-management of goals and schoolwork and will increase 2% points with their self-management of emotions and self-awareness of self-concept on the 21-22 Student Climate Data.
- Mendive will decrease their Severe and Chronic Absenteeism rate for the 21-22 SY. Mendive will drop from a 29% severe absenteeism rate to a 15% severe absenteeism rate. Additionally, Mendive will drop from a 54% chronic absenteeism rate to a 15% chronic absenteeism rate.

| Improvement Strategies | Intended Outcomes | Event 6 Status | Event 7 Status | Event 8 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 Event 6* | *Update after Event 7* | *Update after Event 8* |
| • Encouraged and welcomed to be part of our school's PTO (which is a rebuilding phase since COVID struck)<br>• Principal will send out a weekly "updates and friendly reminders" to all our parents/school community- making sure all stakeholders feel connected to our school with schedules, events, holidays, meetings, athletics, etc... | • Mendive students will show growth in their SEL Skills. They will increase 3% points with their self-management of goals and schoolwork and will increase 2% points with their self-management of emotions and self-awareness of self- | N/A per NDE | At Risk | |

| | | | | |
|---|---|---|---|---|
| • Implement the SEL program 2<sup>nd</sup> Step for all our students<br>• Conduct multiple Open Houses- two in the summer for new to Mendive families and another for returning families (more of a welcome to or back open house/Ice Cream Social)<br>• Conduct a Virtual Open House during the first month of school due to COVID restrictions and the restriction of large gatherings.<br>• Send out a data survey to our families- soliciting their feedback on two pieces of data (last year's student attendance (% of severe absenteeism) and last year's ELA SBAC data (% that scored proficient on the 20-21 ELA SBAC and the % that scored proficient on the 18-19 ELA SBAC).<br>• Create a school environment that encourages all staff to take risks<br>• Create a school environment that encourages staff to take on leadership roles (if wanted)<br>• Continue to develop Team Business/Leads- A leader from each academic team meets monthly to discuss areas of concerns, successes and make decisions on upcoming school-wide events<br>• Continue to develop Department Leads (Instructional Leads)- Our Instructional Leads once a month to discuss academics, the PLC process, review and discuss data to help drive school-wide decisions and increase academic and SEL<br>• Recruit teachers to stay after school for one hour to support our students with academics and their SEL (social emotional learning)<br>• Continue to strengthen school Leadership | concept on the 21-22 Student Climate Data.<br>• Mendive will decrease their Severe and Chronic Absenteeism rate for the 21-22 SY. Mendive will drop from a 29% severe absenteeism rate to a 15% severe absenteeism rate. Additionally, Mendive will drop from a 54% chronic absenteeism rate to a 15% chronic absenteeism rate. | | | |

| | | | | |
|---|---|---|---|---|
| • Implement the SEL program 2nd Step for all our students<br>• Conduct multiple Open Houses- two in the summer for new to Mendive families and another for returning families (more of a welcome to or back open house/Ice Cream Social)<br>• Conduct a Virtual Open House during the first month of school due to COVID restrictions and the restriction of large gatherings.<br>• Send out a data survey to our families- soliciting their feedback on two pieces of data (last year's student attendance (% of severe absenteeism) and last year's ELA SBAC data (% that scored proficient on the 20-21 ELA SBAC and the % that scored proficient on the 18-19 ELA SBAC).<br>• Create a school environment that encourages all staff to take risks<br>• Create a school environment that encourages staff to take on leadership roles (if wanted)<br>• Continue to develop Team Business/Leads- A leader from each academic team meets monthly to discuss areas of concerns, successes and make decisions on upcoming school-wide events<br>• Continue to develop Department Leads (Instructional Leads)- Our Instructional Leads once a month to discuss academics, the PLC process, review and discuss data to help drive school-wide decisions and increase academic and SEL<br>• Recruit teachers to stay after school for one hour to support our students with academics and their SEL (social emotional learning)<br>• Continue to strengthen school Leadership | concept on the 21-22 Student Climate Data.<br>• Mendive will decrease their Severe and Chronic Absenteeism rate for the 21-22 SY. Mendive will drop from a 29% severe absenteeism rate to a 15% severe absenteeism rate. Additionally, Mendive will drop from a 54% chronic absenteeism rate to a 15% chronic absenteeism rate. | | | |

| | | | | |
|---|---|---|---|---|
| class- building student voice, leadership and school/community connectedness<br>• Continue implementing our academic teams- two teams per grade level (with about 140ish students on each academic team.  These teams act as a "school within a school" model- which helps students feel more connected to our school as a whole.  Students stay on their team from 7th grade to 8th grade (their teachers' "role" up with them).  This plays a vital role in our students' connectedness to our school | | | | |