

Event 7 - Reviewing Our Journey Handout



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.

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

- **Step 1:** Review the Findings/Visualizations slides within the Reviewing Our Journey 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 the Status Checks, complete Reviewing Our Journey using the tables below. If you used the *Navigating Our Course Spreadsheet* for Status Checks, continue to use that for Reviewing Our Journey.
 - Did we achieve our goals/intended outcomes - **Yes**, **No**.
 - Do we continue, correct, or cancel our goals/implementation strategies?
 - i. **Continue** - A team might “continue” a goal/strategy if they do not feel a need to change it.
 - ii. **Correct** - A team might “correct” a goal/strategy if it is generally the right work, but they need to make slight adjustments to it.
 - iii. **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**



Student Success			
School Goal 1: By the spring of 2022 we will increase the percentage of students scoring proficient on the SBAC ELA by 3% in grades 3-5. By the spring of 2022 we will increase the percentage of students scoring in the average to high range on the MAP reading assessment by 3% in grades K-2.		Did we achieve our goal?	Continue, Correct, or Cancel the Goal?
		Yes	Continue
Improvement Strategies	Intended Outcomes	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?
Implement school wide grade level "What I Need" (WIN) time for interventions and enrichment.	All students will receive 30 minutes of small group instruction (daily) focused on district identified Essential Standards	Yes	Continue
Lessons Learned (Now)			
Better scheduling and being intentional with EL support and special education supports. Special education students in grades 3-5 are benefiting from WIN time and then again with resource support. All members of the grade level, EL teachers, and resource teachers attend the PLC time.			
Next Steps:			
Backwards planning Intentional activities in WIN Develop assessment to track progress in order to plan for WIN groups Continue to use new Audio Enhancement as we are already noticing a difference			
Needs:			



Time The ability to create more small groups during this time. *Consistency of teachers/helpers Enough time to teach an essential standard to mastery			
Adult Learning Culture			
School Goal 2: During the 2021-2022 school year, Palmer staff will engage weekly in the PLC process to unpack essential standards, analyze common formative assessments, and use data to inform instructional decisions. Instructional decisions include intervention groups, enrichment groups, and small group instruction to increase student achievement by at least 3% in ELA on MAP for grades K-2, and SBAC in grades 3-5.		Did we achieve our goal?	Continue, Correct, or Cancel the Goal?
		Yes	Continue
Improvement Strategies	Intended Outcomes	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?
Implement school wide grade level PLCs	All teachers will participate in weekly PLC meetings during the school day (in addition to Wednesday afternoons) and monthly school wide PLC meetings focusing on student success on Essential Standards.	Yes	Continue
Lessons Learned (Now)			
Continue to hold our PLC time sacred "Teams" is a helpful platform. Being able to get on and all work at the same time makes it easier and efficient. Getting data onto the computer before PLC meeting helps keep time together for brainstorming strategies, activities, interventions, extensions.			



Next Steps:			
<p>Integrate EL and resource more into our collaboration.</p> <p>Unpack our new Essential Standards</p> <p>Increase proficiency with School City Data to use as formative assessments</p> <p>PLC form might help. It would ask for essential standard, 4/3/2/1 weeks numbers. Each teacher's lesson ideas for brainstorming. Area for students you want to talk about (maybe 1 each). What is working? What needs to be changed?</p>			
Needs:			
<p>Time to unpack the new essential standards</p> <p>District committees to make accurate pacing guides for School City (ie Kindergarten starts during assessment week when there is no instruction).</p> <p>Increase the duration of School City assessment windows.</p> <p>More staff available to pull Tier 3 students for intervention minutes in addition to WIN time.</p> <p>Time to reteach and adjust within each unit.</p>			
Connectedness			
<p>School Goal 3: During the 2021-2022 school year we will celebrate two students per teacher for student of the month in a grade level assembly and celebrate student SEL achievement through monthly raffle tickets of the SEL standard focus. This will lead to a 2% increase of students overall SEL competency according to the 5th grade student survey.</p>		Did we achieve our goal?	Continue, Correct, or Cancel the Goal?
		Yes	Continue
Improvement Strategies	Intended Outcomes	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?
Implement SEL standards and District Adopted Curriculum (Sanford Harmony) in grades K-5.	All students will be exposed to the Sanford Harmony curriculum and have an opportunity to be recognized school wide through Student of the Month assemblies and SEL raffles.	Yes	Continue



Lessons Learned (Now)			
Consistency is important (school-wide) Recognition is super special to students. They look forward to their daily SEL activities. Raffles are fun for students. Motivating them to show character!			
Next Steps:			
Have all teachers post SEL raffle tickets on the doors. Have student take raffle tickets home so parents can see what they have done. Focus more in the morning announcements Pre-K use a kindness tree to track conscious discipline and Frog Street Consistent Guidance Lessons Pre-K through 5th grade Need to understand “buddy time” and other components of SEL. Need to research other resources (books/read-alouds) that Sanford has to offer.			
Needs:			
Incentives for Pre-K Time to look at websites for Sanford Harmony 3 rd Edition. (Maybe one PLC a Month can be dedicated to looking at that site and planning for SEL and collaborating ideas, printing, copying, making activities) Time to print, copy and make activities. A binder of printed Sanford Harmony monthly activities. Time to make class/pair activities (some are games that we have to be put together). The stipend time is helpful!			