**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.



Event 7 - Reviewing Our Journey Handout

**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?
    1. Continue - A team might “continue” a goal/strategy if they do not feel a need to change it.
    2. Correct - A team might “correct” a goal/strategy if it is generally the right work, but they need to make slight adjustments to it.
    3. 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 end of the 2022-2023 school year, Spring reading MAP test scores will increase for all test takers such that at least 40 percent of test takers will score at or above the 40th percentile | | **Did we achieve our goal?** | **Continue, Correct, or Cancel the Goal?** | |
| No; same percentage of students proficient in the Fall are proficient in the Spring | Cancel; MAP will not continue next year (iReady will take its place; MAP may be used for K-3 for RBG3) | |
| **Improvement Strategies** | **Intended Outcomes** | **Were our improvement strategies successful?** | **Continue, Correct, or Cancel the Strategy?** | |
| Consistent Tier I literacy strategies with a focus on academic language through the implementation of language acquisition strategies through ELLevation and GLAD; | Support students’ academic achievement to keep up and catch up, support academic language that appears on SBAC. | Yes | Continue | |
| Improve and calibrate schoolwide pre-test instruction and support of students; | Ensure that all students have aligned instruction and preparation for district and state tests so that Spring assessments receive the same emphasis on importance as Fall assessments; ensure that students have an opportunity to practice using the testing platform prior to the assessment being given. | Yes | Continue | |
| Engage all students in personal goal development around their MAPs achievement/growth. | Support students in understanding what their MAP scores mean and to make meaning of their scores and how to reach their goals. | Partial | Correct; embed more specific student-friendly goal setting in regard to specific skill acquisition for success on the assessments | |
| **Lessons Learned (Now)** | | | | |
| **Strategy 1:** Consistent Tier I literacy strategies with a focus on academic language through the implementation of language acquisition strategies through ELLevation and GLAD   * Need to be intentional and purposeful about also embedding ELLevation and GLAD strategies during math instruction as well. * Based on Winter MAP data scores, we are not on track to meet this goal. Students in lower grades have had limited exposure to using laptops as a means to demonstrate academic ability. * GLAD Stipend PD was offered (“GLAD Make and Take”) which was readily implemented in the classrooms of teachers who attended * GLAD TOSA Cohort was hosted at SVES and took place in the Spring of 2023 and will be invited to return next   **Strategy 2:** Improve and calibrate schoolwide pre-test instruction and support of students   * This process helped support new teachers in rolling out MAPs for the first time. * Computer teacher helped to support students with MAP practice. * Many students struggle to navigate the technology independently; need more stamina   **Strategy 3:** Engage all students in personal goal development around their MAPs achievement/growth.   * While students knew they had a growth target; many students may not have had a strong concept of what they needed to work on specifically in order to reach the goal. * 1st Semester Awards Assembly helped motivate students to want to earn an award in the Spring; we are hopeful that we can use this to motivate students to set strong action steps for themselves based on their areas of need to meet their MAP growth target. | | | | |
| **Next Steps:** | | | | |
| **Strategy 1:** Consistent Tier I literacy strategies with a focus on academic language through the implementation of language acquisition strategies through ELLevation and GLAD   * Maintain fidelity and pacing in grade levels when planning together * Pre-planning meaningful and intentional questions and prompts to engage EL students in using academic vocabulary and deepen understanding of essential standards. * Begin implementation of “ELL PLC Planner”. * Develop observation schedule for GLAD training to be accessed by the most teachers possible (this was completed in the Spring of 2023) * GLAD department returning to SVES to support implementation through the SY24 * 3 EL Backward Planning PD/PLC days (Stipend) are scheduled for the upcoming school year * Full day sub out days are scheduled in May 2023 and May 2024 for grade levels to begin planning instruction for the upcoming school year and to embed EL strategies and supports into instruction.   **Strategy 2:** Improve and calibrate schoolwide pre-test instruction and support of students   * Continue to explicitly teach laptop skills * Continue with checklist; same language for all teachers and all grade levels * Teachers may need to embed more technology instruction throughout the year that is rigorous and meaningful while also balancing “screen time” during the school day * Providing families more access to practice tools, such as SBAC practice tools, etc. * Teachers taught test-taking strategies, but may have lacked some consistency in the delivery   **Strategy 3:** Engage all students in personal goal development around their MAPs achievement/growth.   * Use MAP reports to identify a domain of need for each student and share this information with the student so that student can understand what areas they need to develop in in order to achieve their MAP growth target. * Streamline the reports to help students see and set goals for MAPs in all grade levels. * iReady may have student-friendly reports to help students identify strengths and weaknesses | | | | |
| **Needs:** | | | | |
| **Strategy 1:** Consistent Tier I literacy strategies with a focus on academic language through the implementation of language acquisition strategies through ELLevation and GLAD  **Strategy 2:** Improve and calibrate schoolwide pre-test instruction and support of students   * More schoolwide consistency with explicit test-taking strategies, such as charts/posters with testing tips/strategies   **Strategy 3:** Engage all students in personal goal development around their MAPs achievement/growth.   * Teachers need more time looking at the assessment report (iReady next year, MAP this year) to develop more targeted intervention groups. | | | | |
| **Adult Learning Culture** | | | | |
| **School Goal 2:** By the end of the 2022-2023 school year, staff attitudes about collaboration will increase from 74% to 80% and staff feeling tense, restless, or anxious at work will increase from 33% favorability to 50% favorability as measured by the District Staff Climate Survey. | | **Did we achieve our goal?** | | **Continue, Correct, or Cancel the Goal?** |
| Yes  95% (collaboration)  67% (tense, restless, anxious) | | Continue |
| **Improvement Strategies** | **Intended Outcomes** | **Were our improvement strategies successful?** | | **Continue, Correct, or Cancel the Strategy?** |
| *Copy/paste improvement strategies the school identified in the SPP Roadmap. Add/delete rows as needed* | *Copy/paste intended outcomes the school identified in the SPP Roadmap.* |  | |  |
| Implement weekly grade level PLCs during which teacher teams come together for collaboration and develop instructional supports for students based on data; | Student instruction will be determined by student needs based on student achievement data | Yes | | Correct; Adjust to move towards more teacher/team led;  PLC discussions for increased teacher efficacy; PDSA cycle |
| Implement quarterly Vertical PLCs during which teachers come together in vertical teams for collaboration, rapport building and development of meaningful instruction for students based on need in subsequent grade levels; | Grade level teams will be better informed about what their own students need to be able to do by the end of the school year for the subsequent grade level. | No | | Continue |
| Provide opportunity for 1:1 teacher/admin meetings once per semester for collaboration between staff and administration and sharing of needs and ideas. | Provide opportunity for staff to voice concerns directly to administration to ensure that all needs are heard and can be met. | Yes | | Yes, however 1:1 meetings with admin will continued to be offered prior to start of the school year |
| **Lessons Learned (Now)** | | | | |
| **Strategy 1:** Implement weekly grade level PLCs during which teacher teams come together for collaboration and develop instructional supports for students based on data;   * Action items developed during PLC meetings have felt overwhelming to some teachers. * We need to focus on what we can subtract from teachers’ plates in order to support the requirements of the PLC process * Some teams are beginning to feel the benefit of the PDSA cycle.   **Strategy 2:** Implement quarterly Vertical PLCs during which teachers come together in vertical teams for collaboration, rapport building and development of meaningful instruction for students based on need in subsequent grade levels;   * Staff report they enjoyed being placed in verticals during Restorative Practices trainings to share ideas * Vertical time together could be more targeted/intentional in order to better impact instruction * Some teams found their vertical time together beneficial to discover that while one pacing guide says you can choose a topic or not, that it becomes an essential standard in the subsequent grade level.   **Strategy 3:** Provide opportunity for 1:1 teacher/admin meetings once per semester for collaboration between staff and administration and sharing of needs and ideas.   * While there seemed to be an appetite for 1:1 teacher/admin meeting opportunities, only 5 staff signed up for these meetings. | | | | |
| **Next Steps:** | | | | |
| **Strategy 1:** Implement weekly grade level PLCs during which teacher teams come together for collaboration and develop instructional supports for students based on data;   * Revisit PLC goals set by grade levels and modify supports or scaffolds as needed by each team * Support grade level teams in “subtraction” of things that are yielding less than other high yield instructional strategies; we need to focus on what we can subtract from teachers’ plates in order to support the requirements of the PLC process   **Strategy 2:** Implement quarterly Vertical PLCs during which teachers come together in vertical teams for collaboration, rapport building and development of meaningful instruction for students based on need in subsequent grade levels;   * Continue to have grade levels look at and unpack standards * Pick a schoolwide area to focus on for the year and follow up in subsequent meetings to share what they did to support that * Increase follow through from one vertical time together to the next; embed more time for the vertical meetings so that conversations can be deeper to better impact instruction; * Embed Vertical meetings during district PL days to afford longer blocks of time * Include contingency plan in case of cancellation of meetings   **Strategy 3:** Provide opportunity for 1:1 teacher/admin meetings once per semester for collaboration between staff and administration and sharing of needs and ideas.   * No longer needed; staff report that they feel comfortable to come to admin as needed rather than have opportunity to schedule 1:1 meetings. * August Teacher Week will have 1:1 meeting times provided for any staff to sign up with admin, if desired. Will embed additional opportunities as needed. | | | | |
| **Needs:** | | | | |
| **Strategy 1:** Implement weekly grade level PLCs during which teacher teams come together for collaboration and develop instructional supports for students based on data;   * New goals set by teams * PD around PLCs; Provide rationale for PLC process for student achievement for teams to self-lead their PLC process   **Strategy 2:** Implement quarterly Vertical PLCs during which teachers come together in vertical teams for collaboration, rapport building and development of meaningful instruction for students based on need in subsequent grade levels;   * Time for Vertical Teams; 3/13 PL Day * Pick a schoolwide area to focus on for the year and follow up in subsequent meetings to share what they did to support that * Increase follow through from one vertical time together to the next; embed more time for the vertical meetings so that conversations can be deeper to better impact instruction; * Embed Vertical meetings during district PL days to afford longer blocks of time * Include contingency plan in case of cancellation of meetings   **Strategy 3:** Provide opportunity for 1:1 teacher/admin meetings once per semester for collaboration between staff and administration and sharing of needs and ideas.   * No longer needed; staff report that they feel comfortable to come to admin as needed rather than have opportunity to schedule 1:1 meetings. * August Teacher Week will have 1:1 meeting times provided for any staff to sign up with admin, if desired. Will embed additional opportunities as needed. | | | | |
| **Connectedness** | | | | |
| **School Goal 3:** By the end of the 2022-2023 school year, student attitudes about the school community, including peer-to-peer respect and bullying, will increase by 20 percent on the District Student Climate Survey to 71% and 65%, respectively. “Students respect one another” (Student Respect, question #3): Currently, 51% favorability and will increase to 71% favorability. “Students at this school are often bullied” (Bullying, question #1): 45% favorability and will increase to 65% favorability. | | **Did we achieve our goal?** | | **Continue, Correct, or Cancel the Goal?** |
| No  Students Respect – from 51% to 61% (increase of 10%)  Bullying - from 45% to 61% (increase of 16%) | | Continue |
| **Improvement Strategies** | **Intended Outcomes** | **Were our improvement strategies successful?** | | **Continue, Correct, or Cancel the Strategy?** |
| Implementation of newly developed schoolwide Positive Behavioral Interventions & Supports (PBIS) and Restorative Practices model. | Support students in understanding what is expected of them while at school. Support students in repairing harm that has been done in peer and/or adult relationships. Create a greater sense of community on campus. | Yes | | Continue |
|  |  |  | |  |
|  |  |  | |  |
| **Lessons Learned (Now)** | | | | |
| **Strategy 1:** Implementation of newly developed schoolwide Positive Behavioral Interventions & Supports (PBIS) and Restorative Practices model.   * While behaviors seem to have decreased, some of the progressive discipline practices (writing up minor and major behavior tracking forms, etc.) have been moved away from so data is not clear. * Observations have been made of students using language and conflict resolution strategies independently from RP * All teachers have implemented circles from Restorative Practices trainings * Minor/major behavior forms were made to be more concise which provided more understanding * Counselor did guidance lessons specific to bullying, what bullying is/is not, etc. * Reminders in Morning Messages about the PBIS Matrix and Progressive Discipline Plan * Teachers who adhered to the PDP with fidelity had most success with completing minor/major forms without argument from students | | | | |
| **Next Steps:** | | | | |
| **Strategy 1:** Implementation of newly developed schoolwide Positive Behavioral Interventions & Supports (PBIS) and Restorative Practices model.   * Instruct staff to return to agreed upon PBIS behavior practices to complete progressive discipline gradient and completing minor and major behavior tracking. * Continue to embed in PDs; review staff-wide at beginning of the year and with parents at Coffee & Conversations and in Parent Handbook; continue to remind and reset each year * Continue build on current PBIS practices and PDP; check ins, etc. * Continue to remind teachers about “Teaching Between the Booms” and the 5:1 ratio of positive to negative behavior praise statements to correct feedback. | | | | |
| **Needs:** | | | | |
| **Strategy 1:** Implementation of newly developed schoolwide Positive Behavioral Interventions & Supports (PBIS) and Restorative Practices model.   * Continued adherence to agreed upon progressive discipline practices and data entry with fidelity. * Continued PD for teachers and RP staff on Restorative Practices | | | | |