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Module 6 Activity Journal:

Implement Plan and Monitor Progress

# School:

# Name:

# Date:

# Journal Entries:

Activity 6.2 – Reflect & Post to the Community Wall

Activity 6.3 – Read the Case Study & Reflect

Activity 6.4 – Watch: Key Concepts for Implementing the Plan and Monitoring Progress

Activity 6.5 – Try It Out: Apply the Quality Indicators for 30-, 60-, and 90-day Check-ins

Activity 6.6 – Checklist of Key Processes & Tasks for 30-, 60-, 90-day Check-ins

Activity 6.7 – Checklist of Key Processes & Tasks for Reflection, Revision, and Reset

Activity 6.9 – Reflect: How did you do?

# Activity 6.2 – Reflect & Post to Community Wall

Directions

Please take a few minutes to consider and respond to the following prompts. If you are completing the module with a group, first respond to these questions individually. Then, discuss as a group before continuing to the next activity.

1. List some of the school improvement initiatives that you have led or participated in during your career. Highlight one that was particularly successful and a different one that was less successful or efficacious than expected.

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1. How was *monitoring and reflection* used to aid in the success of the successful school initiative? How could monitoring have been strengthened in the less successful school initiative that you selected?

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1. What *adjustments* do you recall being made from the original plan for the successful school initiative? Are there any adjustments that you think could have made the less successful initiative more successful?

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1. How was *communication* used to aid in the success of the successful school initiative? How could communication have been stronger in the less successful school initiative that you selected?

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1. Based on your reflections, what do you hope to learn from this module?

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Return to the Canvas course

# Activity 6.3 – Read the Case Study & Reflect

Directions

Reread the Introduction and previous five components of the Case Study, if needed. Then   
read the Component 6 section. Take a few minutes to consider and respond to the following prompts. If you are completing the module with a group, first respond to these questions individually. Then, discuss as a group before continuing through the module.

1. How does this case study align with your own thinking and approach?

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1. What is different?

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1. What strengths are displayed?

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1. How could the processes in the case study be improved?

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Return to the Canvas course

# Activity 6.4 – Watch: Key Concepts for Implementing the Plan and Monitoring Progress

Directions

While watching the video, jot down any questions that arise or thoughts that you would like to keep in mind as you work through the module or would like to share with your school team. An organizer is provided below. Once you’ve watched the video, go back to Activity 6.3 and review your responses. Update your notes and comments based on what you learned.

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| What is New to Me |  | Key Take-Aways |
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Return to the Canvas course

# Activity 6.5 – Try It Out: Apply the Quality Indicators for 30-, 60-, and 90-day Check-Ins

Directions

Use this tool to analyze the key elements for each quality indicator. Follow the three steps provided below. If you are completing the module with a group, first respond to these questions individually. Then, discuss as a group before continuing through the module.

| **Component 6:**  **30-, 60-, and 90-day Check-ins**  **for Progress Monitoring** | **Solid Progress** |
| --- | --- |
| Monitoring of successful implementation of 90-day Plan (Progress) | For each Focus Area selected, evidence of monitoring is provided for:   * + 90-day Desired Outcomes   **AND**   * + Student Achievement Data. |
| Adjustments to Critical Actions based on monitoring of 90-day Plan | When monitoring progress, the School Core Team should consider growth of student achievement based on CFAs, etc. in addition to progress on meeting Progress Indicators.   * + For each Focus Area, progress is as expected – continuation of Critical Actions based on evidence of meeting Progress Indicators; no adjustments necessary;   **OR**   * + For each Focus Area, progress exceeds expectations – expand the scope of Progress Indicators and Critical Actions as needed based on evidence of exceeding Progress Indicators;   **OR**   * + For each Focus Area, progress is less than expected – modifications of the Critical Actions are necessary (reset) based on not meeting Progress Indicators. |
| Supports needed for adjustments | * + Evidence of supports considered for each adjustment is documented. |

**Step 1:** Review the quality indicator details closely, making note of the overall description and the required elements for solid progress. What are the implications for completing 30-, 60-, and 90-day check-ins at your school?

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| Solid Progress Element | What it means for our school and our work |
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**Step 2:** Go back to your notes for Activity 6.3 and the details of the Coggins Middle School case study. Focus especially on how their process could be improved (question #4). Make additional notes below.

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**Step 3:** Return to the Canvas course and take the quiz.

Return to the Canvas course

# Activity 6.6 – Checklist of Key Processes & Tasks for 30-, 60-, 90-day Check-ins

Directions

The following key processes and tasks are provided as recommendations for implementing and monitoring your plan. Review each and consider what you need to do in your context to prepare for implementing and monitoring your plan. If you are completing the module with a group, first respond to each prompt individually. Then, discuss as a group before continuing through the module. This checklist is available as a standalone document at the link provided at the end of this module.

Purpose: Progress toward accomplishing critical actions

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| Tasks | | Notes |
| **Before the School Core Team meeting(s):** | |  |
|  | Develop a schedule for 30-, 60- and 90-day School Core Team monitoring meetings |
|  | Ensure that key stakeholders who are not on the School Core Team know how they may contribute thoughts and ideas to the meetings |
|  | Establish an agenda template or protocol with adequate time for discussion |
|  | Ensure that relevant materials are accessible to all parties |
| **During each School Core Team meeting:** | |  |
|  | Adhere to a protocol |
|  | Use *Worksheet 6.1: 30-, 60- and 90-day Report on Progress* to record key elements during the meeting |
|  | Ensure adequate time to discuss selected guiding questions that deepen understanding |
|  | Make decisions and agree on any adjustments to the Plan |
|  | Get clarity on next steps around (1) what is being committed to being done, (2) by whom, and (3) by what date |
| **After each School Core Team meeting:** | |  |
|  | Update progress of critical actions in NM DASH using the data captured in Worksheet 6.1 |
|  | Provide timely minutes (or communication) after each 30-, 60- and 90-day School Core Team Progress Monitoring meeting |
|  | Proceed with critical actions with attention to progress indicators and goals |

Return to the Canvas course

# Activity 6.7 – Checklist of Key Processes & Tasks for Reflection, Revision, Reset

Directions

The following key processes and tasks are provided as recommendations for your mid-tear reflection. Review each and consider what you need to do in your context to prepare for the mid-year reflection. If you are completing the module with a group, first respond to each prompt individually. Then, discuss as a group before continuing through the module. This checklist is available as a standalone document at the link provided at the end of this module.

Purpose: Progress toward accomplishing critical actions

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| Tasks | | Notes |
| **Mid-year Reflection:** | |  |
|  | Allow extended time after the 90-day Progress Monitoring meeting |
|  | Complete *Worksheet 6.2: 90-day Plan Reflect, Revisit, and Reset* to foster discussion, revisit the Annual Plan (Components 1–4), and prepare to complete Component 5 for the next 90-day Plan |
|  | Ensure adequate time to discuss selected guiding questions that deepen understanding |
|  | Update progress of critical actions in NM DASH using the data captured in Worksheet 6.2 |

Return to the Canvas course

# Activity 6.9 – How did you do?

Directions

Take a few minutes to consider and respond to the following prompts. Please keep in mind that the case study is intended to present a realistic, but *imperfect* case study to learn from. If you are completing the module with a group, first respond to these questions individually. Then, discuss as a group before continuing through the module.

1. How did you do on the quizzes? If you got the correct answers, what information was key to your determination? If you did not get the correct answer, why do you think this was the case?

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1. Based on your analysis of this case study, what take-aways do you have for your own work?

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1. What are your next steps?

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Return to the Canvas course