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.

Navigating Our Course (Status Checks) Handout



**Purpose:** Status Checks 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 Status Check slide deck. These will need to be updated prior to each Status Check.
* **Step 2:** Reflect on the ***Now, Next, Need*** questions noted in the slide deck.
* **Step 3:** Fill in the appropriate cells for each Status Check. You may use the tables starting on page 2 if this handout or use the *Status Checks: Navigating Our Course Spreadsheet* to track and monitor progress.
  + Rate the overall status of the improvement strategy using one of the following:
    1. c - on track
    2. At Risk - requires some refinement and/or support
    3. Needs Immediate Attention - requires immediate support
  + Identify specific ***Lessons Learned (Now),* *Next Steps*** and ***Needs***

After each Status Check 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 the Status Checks 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 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Success** | | | |
| **School Goal 1:** *Students will increase their Tier I application of knowledge in reading and math. By the next state assessment, reduce the number of non-proficient students in reading and math by 10%. In ELA, reduce the number of non-proficient students by 15, and in Math, reduce the number of non-proficient students by 16.* | | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** | **Status Check 2 Status** |
| iReady monitoring weekly with lesson completion rate and time completing lessons. | Students will participate in iReady diagnostic assessments 3x/year and we expect to see an increase in the number of students making growth each time. | Strong |  |
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| **Adult Learning Culture** | | | |
| **School Goal 2:** *100% of all certified staff will actively participate in ongoing professional learning focused on the Math PACT book and led by RPDP as well as two of our staff members who have led professional development in the district.* | | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** | **Status Check 2 Status** |
| Every 6-8 weeks, staff will actively participate in ongoing professional learning focused on the book Math PACT as well as go through the whole PLC cycle using the TACA form. | Staff will participate in 6 sessions of Math PACT training during the 23-24 school year. | Strong |  |
| Staff will create collective agreements PreK – 5th grade for alignment with mathematical instruction (i.e. all grades will use concrete math tools and common vocabulary). | Strong |  |

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| **Connectedness** | | | |
| **School Goal 3:** *Evaluate our PBIS system for alignment with students, staff, and families being connected on behavior expectations across the campus. 100% of students and staff will regularly participate in Restorative Practices (RP) by implementing community circles.* | | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** | **Status Check 2 Status** |
| PBIS Committee to meet 2x/month. Survey staff and students for consistent implementation of the matrix and use of community circles. | PBIS Committee will review and adjust the behavior matrix once a quarter based on minor and major data from BIG. PBIS will also survey grade levels to determine how often circles happen and have training on how to restore at the door. | Strong |  |

# Status Check 1

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| **Student Success** | | |
| **School Goal 1:** *Students will increase their Tier I application of knowledge in reading and math. By the next state assessment, reduce the number of non-proficient students in reading and math by 10%. In ELA, reduce the number of non-proficient students by 15, and in Math, reduce the number of non-proficient students by 16.* | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** |
| iReady monitoring weekly with lesson completion rate and time completing lessons. | Students will participate in iReady diagnostic assessments 3x/year and we expect to see an increase in the number of students making growth each time. | Strong |
| **Lessons Learned (Now)** | | |
| **Strategy 1:** TACA form for each grade level for planning purposes that includes the data tracker form. The dean and principal will pull these forms once a quarter from SharePoint.  **Strategy 2:** The whole school will give oral reading fluency 3x/year, sight words 3x/year for K-4, PSI/QSI 3x/year and track on the data sheets in SharePoint. | | |
| **Next Steps:** | | |
| **Strategy 1:** After a review of the TACA forms for Quarters 1 and 2, all but 1 grade level was using it consistently. Dean and Principal met with this team to reinforce expectations and are monitoring their work more closely for Quarter 3.  **Strategy 2:** As a whole, we are doing well with this strategy and will continue. The next step is to have stronger alignment within the grade levels on when they are giving the building assessments. | | |
| **Need:** | | |
| **Strategy 1:** Need to continue on the same path with closer monitoring of the one grade level.  **Strategy 2:** Continue as planned. | | |

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| **Adult Learning Culture** | | |
| **School Goal 2:** 100% of all certified staff will actively participate in ongoing professional learning focused on the Math PACT book and led by RPDP as well as two of our staff members who have led professional development in the district. | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** |
| Every 6-8 weeks, staff will actively participate in ongoing professional learning focused on the book Math PACT as well as go through the whole PLC cycle using the TACA form. | Staff will participate in 6 sessions of Math PACT training during the 23-24 school year. | Strong |
| Staff will create collective agreements PreK – 5th grade for alignment with mathematical instruction (i.e. all grades will use concrete math tools and common vocabulary). | Strong |
| **Lessons Learned (Now)** | | |
| **Strategy 1:** Calendar outlining when professional learning will occur with RPDP throughout the year.  **Strategy 2:** Create building-wide collective agreements for mathematical instruction.  **Strategy 3:** Peer Observations staff to staff focused on vertical alignment of mathematical strategies. | | |
| **Next Steps:** | | |
| **Strategy 1:** This has been done and is working.  **Strategy 2:** We are on commitment #6 and at the final steps. The staff has really enjoyed this PD.  **Strategy 3:** Not done yet. | | |
| **Need:** | | |
| **Strategy 1:** Nothing  **Strategy 2:** Almost done  **Strategy 3:** Plan peer observations – staff is willing, need to plan a schedule and expectations. | | |

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| **Connectedness** | | |
| **School Goal 3:** *Evaluate our PBIS system for alignment with students, staff, and families being connected on behavior expectations across the campus. 100% of students and staff will regularly participate in Restorative Practices (RP) by implementing community circles.* | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** |
| PBIS Committee to meet 2x/month. Survey staff and students for consistent implementation of the matrix and use of community circles. | PBIS Committee will review and adjust the behavior matrix once a quarter based on minor and major data from BIG. PBIS will also survey grade levels to determine how often circles happen and have training on how to restore at the door. | Strong |
| **Lessons Learned (Now)** | | |
| **Strategy 1:** School-wide assembly at the beginning of the school year to explain the expectations for each grade level. Meeting with individual classrooms or grade levels in the year as needed.  **Strategy 2:** Use the fidelity tracker for PBIS during the 23-24 school year.  **Strategy 3:** Staff member to keep purchasing items for the school store and keep it stocked.  **Strategy 4:** Individual classrooms and specialists explicitly teach the matrix 3-4 times in the year with the PBIS committee following up on expectations. | | |
| **Next Steps:** | | |
| **Strategy 1:** Nothing, this was done  **Strategy 2:** This is currently happening, need more time.  **Strategy 3:** This has been happening with our counselor.  **Strategy 4:** We have retaught 2 additional times (after fall break and after winter break) | | |
| **Need:** | | |
| **Strategy 1:** Nothing, just celebration  **Strategy 2:** This is currently happening, nothing needed  **Strategy 3:** Continuing  **Strategy 4:** Continuing after spring break | | |

# Status Check 2

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| **Student Success** | | |
| **School Goal 1:** *Students will increase their Tier I application of knowledge in reading and math. By the next state assessment, reduce the number of non-proficient students in reading and math by 10%. In ELA, reduce the number of non-proficient students by 15, and in Math, reduce the number of non-proficient students by 16.* | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 2 Status** |
| iReady monitoring weekly with lesson completion rate and time completing lessons. | Students will participate in iReady diagnostic assessments 3x/year and we expect to see an increase in the number of students making growth each time. |  |
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| **Lessons Learned (Now)** | | |
| **Strategy 1:** TACA form for each grade level for planning purposes that includes the data tracker form. The dean and principal will pull these forms once a quarter from SharePoint.  **Strategy 2:** The whole school will give oral reading fluency 3x/year, sight words 3x/year for K-4, PSI/QSI 3x/year and track on the data sheets in SharePoint. | | |
| **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:** 100% of all certified staff will actively participate in ongoing professional learning focused on the Math PACT book and led by RPDP as well as two of our staff members who have led professional development in the district. | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 2 Status** |
| Every 6-8 weeks, staff will actively participate in ongoing professional learning focused on the book Math PACT as well as go through the whole PLC cycle using the TACA form. | Staff will participate in 6 sessions of Math PACT training during the 23-24 school year. |  |
| Staff will create collective agreements PreK – 5th grade for alignment with mathematical instruction (i.e. all grades will use concrete math tools and common vocabulary). |  |
| **Lessons Learned (Now)** | | |
| **Strategy 1:** Calendar outlining when professional learning will occur with RPDP throughout the year.  **Strategy 2:** Create building-wide collective agreements for mathematical instruction.  **Strategy 3:** Peer Observations staff to staff focused on vertical alignment of mathematical strategies. | | |
| **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:** *Evaluate our PBIS system for alignment with students, staff, and families being connected on behavior expectations across the campus. 100% of students and staff will regularly participate in Restorative Practices (RP) by implementing community circles.* | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 2 Status** |
| PBIS Committee to meet 2x/month. Survey staff and students for consistent implementation of the matrix and use of community circles. | PBIS Committee will review and adjust the behavior matrix once a quarter based on minor and major data from BIG. PBIS will also survey grade levels to determine how often circles happen and have training on how to restore at the door. |  |
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| **Lessons Learned (Now)** | | |
| **Strategy 1:** School-wide assembly at the beginning of the school year to explain the expectations for each grade level. Meeting with individual classrooms or grade levels in the year as needed.  **Strategy 2:** Use the fidelity tracker for PBIS during the 23-24 school year.  **Strategy 3:** Staff member to keep purchasing items for the school store and keep it stocked.  **Strategy 4:** Individual classrooms and specialists explicitly teach the matrix 3-4 times in the year with the PBIS committee following up on expectations. | | |
| **Next:** | | |
| **Strategy 1:**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |
| **Need:** | | |
| **Strategy 1:**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |