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. Strong - 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.

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| **Student Success** |
| **School Goal 1:** By end of the 2022-23 school year, 50% of students will score above the 40%ile as measured by MAP assessments. |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** | **Status Check 2 Status** |
| Teachers will use Tier I language acquisition strategies in Tiers I, II, and III for all Math and ELA lessons. | *Teachers and staff working collaboratively in PLCs to implement language acquisition strategies, analyze student progress, and plan intervention/enrichment lessons will support all students in improving both their ELA and Math proficiency.* | At Risk | *Update after Status Check 2* |
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| **Adult Learning Culture** |
| **School Goal 2:** By the end of the 2022-23 school year, all certified teachers will participate in the PLC process to identify essential standards, aligned assessment and intervention/enrichment strategies to include language acquisition strategies in ELA and Math lessons.*.*  |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** | **Status Check 2 Status** |
| Teachers will use language acquisition strategies from Ellevation/GLAD in Math and ELA lessons for Tier I, II and II instruction.  | *Teachers use of language acquisition strategies, planning intervention/enrichment lessons will support all students in improving both their ELA and Math proficiency levels on their quarterly progress monitoring* | Strong | *Update after Status Check 2* |
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| **Connectedness** |
| **School Goal 3:** *By the end of the 2022-23 school year, 85% of all students will attend school more than 90% of the time.*  |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** | **Status Check 2 Status** |
| Monthly PBIS rewards for students with no tardies or absences  | *Increase the number of students attending school* | At Risk, | *Update after Status Check 2* |
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# Status Check 1

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| **Student Success** |
| **School Goal 1:** By end of the 2022-23 school year, 50% of students will score above the 40%ile as measured by MAP assessments. |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** |
| Teachers will use Tier I language acquisition strategies in Tiers I, II, and III for all Math and ELA lessons. | *Teachers and staff working collaboratively in PLCs to implement language acquisition strategies, analyze student progress, and plan intervention/enrichment lessons will support all students in improving both their ELA and Math proficiency.* | At Risk |
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| **Lessons Learned (Now)** |
| **Strategy 1: Additional time needed for whole staff professional development in GLAD and language acquisition strategies. Weekly PLCs are going well, building time into the weekly master schedule has improved the PLC process.** |
| **Next Steps:** |
| **Strategy 1: BLF and ELD to continue their professional development with GLAD.** |
| **Need:** |
| **Strategy 1: Additional professional development in GLAD to be provided by BLF and ELD who were trained in the train the trainer model to support professional development with the staff. Continued time for PLCs to collaborate with**  |

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| **Adult Learning Culture** |
| **School Goal 2:** By the end of the 2022-23 school year, all certified teachers will participate in the PLC process to identify essential standards, aligned assessment and intervention/enrichment strategies to include language acquisition strategies in ELA and Math lessons.*. Copy/paste Goals the school identified in the SPP Roadmap or from the At A Glance table above.*  |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** |
| Teachers will use language acquisition strategies from Ellevation/GLAD in Math and ELA lessons for Tier I, II and II instruction.  | *Teachers use of language acquisition strategies, planning intervention/enrichment lessons will support all students in improving both their ELA and Math proficiency levels on their quarterly progress monitoring* | Strong |
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| **Lessons Learned (Now)** |
| **Strategy 1: Need to include special education and EL teachers in PLC schedule. Train the trainer model takes a year before being able to provide professional development to whole staff. Master schedule for PLCs works well except when a specials position is not filled or a specials teacher is absent. Many PLCs needed to be cancelled. Need for backup/contingency plans.** |
| **Next Steps:** |
| **Strategy 1: BLF and ELD to provide GLAD professional development for all staff, PreK-5th. Identify strategies for vertical alignment of PLCs. Supporting PLCs with analyzing School City data as another means to identify student growth/proficiency.** |
| **Need:** |
| **Strategy 1: Additional SBAC and MAP data to track trends and identify areas of growth and concern.**  |

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| **Connectedness** |
| **School Goal 3:** *By the end of the 2022-23 school year, 85% of all students will attend school more than 90% of the time.* |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** |
| *By the end of the 2022-23 school year, 85% of all students will attend school more than 90% of the time.* | *Increase the number of students attending school* | At Risk |
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| **Lessons Learned (Now)** |
| **Strategy 1: Continue monthly no tardy raffle. Continue to identify PBIS rewards that are motivating for all students. Monthly rewards for no absences/tardies needed as it is not consistent.** |
| **Next Steps:** |
| **Strategy 1: Schedule monthly attendance awards. Identify motivating rewards for students.** |
| **Need:** |
| **Strategy 1: Incentives for students with no absences. Tools to track students improving attendance. Family information on value of attending school on a regular basis.** |

# Status Check 2

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| **Student Success** |
| **School Goal 1:** By end of the 2022-23 school year, 50% of students will score above the 40%ile as measured by MAP assessments. |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 2 Status** |
| Teachers will use Tier I language acquisition strategies in Tiers I, II, and III for all Math and ELA lessons. | *Teachers and staff working collaboratively in PLCs to implement language acquisition strategies, analyze student progress, and plan intervention/enrichment lessons will support all students in improving both their ELA and Math proficiency.* | At Risk |
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| **Lessons Learned (Now)** |
| **Strategy 1: The block schedule has created some setbacks in supporting the PLC times. When one specials teacher is out, or unavailable, PLCs do not happen. PLCs not always focused on language acquisition strategies, need additional PD on strategies outside of the PLC block.** **Students showing growth, however not quite at proficiency yet. We should shift focus to growth model.** |
| **Next Steps:** |
| **Strategy 1: Work on Master Schedule for 23-24 school year to prevent canceled PLCs as much as possible. Also, build in additional time for language acquisition strategy PD into Wednesday PD schedule for 23-24 school year. Staff needs to become familiar with i-Ready program and how to use the data to support PLC discussions.****Identify growth data to analyze for 23-24 school year.** |
| **Need:** |
| **Strategy 1: Master Block schedule, develop PD schedule around Language Acquisition strategies.** |

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| **Adult Learning Culture** |
| **School Goal 2:** By the end of the 2022-23 school year, all certified teachers will participate in the PLC process to identify essential standards, aligned assessment and intervention/enrichment strategies to include language acquisition strategies in ELA and Math lessons.*. Copy/paste Goals the school identified in the SPP Roadmap or from the At A Glance table above.* |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 2 Status** |
| Teachers will use language acquisition strategies from Ellevation/GLAD in Math and ELA lessons for Tier I, II and II instruction.  | *Teachers use of language acquisition strategies, planning intervention/enrichment lessons will support all students in improving both their ELA and Math proficiency levels on their quarterly progress monitoring* | Strong |
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| **Lessons Learned (Now)** |
| **Strategy 1: 4th grade student ACCESS exit numbers increased. Focus on Language Acquisition strategies in Tier I is vital to supporting the learning of all students.** |
| **Next Steps:** |
| **Strategy 1: Additional Professional Development in Language Acquisition strategies. More direct focus and strategic planning of strategies based on student data and need. Continue PLCs and targeted intervention/enrichments.** |
| **Need:** |
| **Strategy 1: Additional PD in Language Acquisition strategies, PD calendar with focus on Collaborative Learning, GLAD and Ellevation strategies taught by BLF and ELD.** |

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| **Connectedness** |
| **School Goal 3:** *By the end of the 2022-23 school year, 85% of all students will attend school more than 90% of the time.* |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 2 Status** |
| *By the end of the 2022-23 school year, 85% of all students will attend school more than 90% of the time.* | *Increase the number of students attending school* | At Risk |
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| **Lessons Learned (Now)** |
| **Strategy 1: Slight improvement in student attendance, not as much as we would have liked to see. Focusing on students did not give the results we had intended.**  |
| **Next:** |
| **Strategy 1: Shift focus from student positive rewards to re-engaging families with the school. Schedule and develop more opportunities for parents/community to be part of the school. This could include academic nights as well as enrichment evening activities, and school day opportunities for parents to be connected.** |
| **Need:** |
| **Strategy 1: Calendar of events for families, funds for parent nights, volunteers to help with events.** |