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: School Goal:** By the end of the 2023-24 school year, 50% of students will score at grade level or above on iReady Diagnostics in both ELA and Math. | | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** | **Status Check 2 Status** |
| **Improvement Strategy: Tier I grade level standards will be taught using language acquisition strategies (GLAD/Elevation/Kagan) for all Math and ELA lessons.** | * ​​ELD facilitator and Learning Facilitator (BLF) continue to attend professional learning around coaching and professional development * ​ELD and BLF to attend PLCs and grade level meetings to support planning, data analysis, intervention and enrichment planning * ​Teachers use Leveled Literacy program for ELA intervention groups ESSA * ​Teacher use Envision/Bridges intervention programs for intervention groups in Math * ​All students included in Tier I ELA and Math instruction using language acquisition strategies (GLAD, Ellevation) * ​Teachers use iReady,  MAP, and common formative assessments to review student learning and plan next steps in PLCS | *Needs Immediate Attention* | *Update after Status Check 2* |
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| **Adult Learning Culture** | | | |
| **School Goal 2: School Goal:** By the end of the 2023-24 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. | | | |
| **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 in Tier I grade level instruction | * All certified staff trained in using Ellevation to identify appropriate strategies for each lesson * Building Learning Facilitator and ELD to participate and facilitate  K-5 PLCs * Building Learning Facilitator and ELD to provide ongoing PD and coaching of language acquisition strategies | *At Risk* | *Update after Status Check 2* |
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| **Connectedness** | | | |
| **School Goal 3: School Goal: By the end of the 2023-24 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** |
| **Improvement Strategy: Increase family engagement opportunities and continued PBIS rewards system for attendance** | * Combine attendance with PBIS committee * Fund student prizes for quarterly drawings * Students receive monthly attendance certificates/pencils for perfect attendance * Messaging to families regarding importance of attendance. * Increase opportunities for families to engage with the school including family academic and evening events, student awards assemblies, increased parent communication through newsletters and Connect Ed. | *At Risk* | *Update after Status Check 2* |
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# Status Check 1

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| **Student Success** | | |
| **School Goal 1:** By the end of the 2023-24 school year, 50% of students will score at grade level or above on iReady Diagnostics in both ELA and Math. | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** |
| **Improvement Strategy: Tier I grade level standards will be taught using language acquisition strategies (GLAD/Elevation/Kagan) for all Math and ELA lessons.** | * ELD facilitator and Learning Facilitator (BLF) continue to attend professional learning around coaching and professional development * ​ELD and BLF to attend PLCs and grade level meetings to support planning, data analysis, intervention and enrichment planning * ​Teachers use Leveled Literacy program for ELA intervention groups ESSA * ​Teacher use Envision/Bridges intervention programs for intervention groups in Math * ​All students included in Tier I ELA and Math instruction using language acquisition strategies (GLAD, Ellevation) * ​Teachers use iReady,  MAP, and common formative assessments to review student learning and plan next steps in PLCS | Needs Immediate Attention |
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| **Lessons Learned (Now)** | | |
| **Strategy 1: Students demonstrated increase in proficiency in Reading from 8% to 25%. Math proficiency grew from 4% to 11%. As a school the focus has been on Tier I instruction, curriculum, and strategies in both ELA and Math. However there has been more professional development around ELA than Math the first semester. The difference in proficiency is 10% in these two subjects. Math must also be prioritized within each grade level.**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |
| **Next Steps:** | | |
| **Strategy 1: Continue with Tier I instruction, pacing and strategies in both ELA and Math. Incorporate additional professional development in Math to include language strategies in math.**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |
| **Need:** | | |
| **Strategy 1: With the loss of PLC time during the day (block schedule, now used for teacher prep) there is less time for PLCs to meet with coaches and instructional support. Additional Professional development around math curriculum is needed K-5.**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |

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| **Adult Learning Culture** | | |
| **School Goal 2:** By the end of the 2023-24 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. | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** |
| Teachers will use language acquisition strategies from Ellevation/GLAD in Math and ELA lessons in Tier I grade level instruction | * All certified staff trained in using Ellevation to identify appropriate strategies for each lesson * Building Learning Facilitator and ELD to participate and facilitate  K-5 PLCs * Building Learning Facilitator and ELD to provide ongoing PD and coaching of language acquisition strategies | *At Risk* |
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| **Lessons Learned (Now)** | | |
| **Strategy 1: GLAD cohort of 8 teachers meet weekly to learn and practice GLAD strategies. Some classroom teachers voluntarily participated in GLAD cohort twice this year. GLAD tends to be used in ELA lessons more than Math lessons. Challenges with providing Tier I supports for students significantly below grade level.**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |
| **Next Steps:** | | |
| **Strategy 1: Continue GLAD weekly meetings. Incorporate strategies to support Tier I instruction in Math. PLC and planning focus on Math standards and clarity around the standards. Utilize the iReady data to meet individual student needs in both ELA and Math.**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |
| **Need:** | | |
| **Strategy 1: Need for additional professional development in Math and using language/GLAD strategies to support all students with grade level Math. Grade level PLCs to clarify and understand grade level standards.**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |

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| **Connectedness** | | |
| **School Goal 3: By the end of the 2023-24 school year, 85% of all students will attend school more than 90% of the time.** | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** |
| **Improvement Strategy: Increase family engagement opportunities and continued PBIS rewards system for attendance** | * student prizes for quarterly drawings * Students receive monthly attendance certificates/pencils for perfect attendance * Messaging to families regarding importance of attendance. * Increase opportunities for families to engage with the school including family academic and evening events, student awards assemblies, increased parent communication through newsletters and Connect Ed. | At Risk |
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| **Lessons Learned (Now)** | | |
| **Strategy 1: Attendance improving with engagement of students in goal. Students receiving PBIS type rewards have been working for some students. Family Engagement also brings in more families and messaging the importance of attendance. There needed to be work around the messaging when parents called students in sick. Reminder to provide medical documentation in order to excuse absence as increased the number of doctors notes turned in.**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |
| **Next Steps:** | | |
| **Strategy 1: Continue with PBIS and classroom incentives for attendance. Continue to work with Truancy officers to support families with students who are severely chronically absent. Continue family engagement and messaging as there is an improvement in percentage of chronically absent students from 25.17% to 19.68%. Although the goal has not yet been reached, there is improvement.**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |
| **Need:** | | |
| **Strategy 1:**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |

# Status Check 2

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| **Student Success** | | |
| **School Goal 1:** *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** |
| *Copy/paste Improvement Strategies identified in the SPP Roadmap or from above. Add/delete rows as needed.* | *Copy/paste intended outcomes the school identified in the SPP Roadmap or from above.* |  |
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| **Lessons Learned (Now)** | | |
| **Strategy 1:**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |
| **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:** *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** |
| *Copy/paste Improvement Strategies identified in the SPP Roadmap or from above. Add/delete rows as needed.* | *Copy/paste intended outcomes the school identified in the SPP Roadmap or from above.* |  |
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| **Lessons Learned (Now)** | | |
| **Strategy 1:**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |
| **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:** *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** |
| *Copy/paste Improvement Strategies identified in the SPP Roadmap or from above. Add/delete rows as needed.* | *Copy/paste intended outcomes the school identified in the SPP Roadmap or from above.* |  |
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| **Lessons Learned (Now)** | | |
| **Strategy 1:**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |
| **Next:** | | |
| **Strategy 1:**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |
| **Need:** | | |
| **Strategy 1:**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |