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: Natchez will improve performance through focus on district identified essential standards. Students will be assessed utilizing the IReady assessment in ELA. 80% of students will meet ELA growth goal as measured Iready diagnostic.** | | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** | **Status Check 2 Status** |
| *Copy/paste Improvement Strategies identified in the SPP Roadmap. Add/delete rows as needed.* | *Copy/paste Intended Outcomes identified in the SPP Roadmap.* | *Update after Status Check 1* | *Update after Status Check 2* |
| Schoolwide focus on effective ELA practice, including standardized grade level practice, whole school intervention, student assessment, and PLC. | Students will be formally assessed 3 times per year using LETRS, Phonics First and IReady to determine appropriate intervention placement and strategy.  • MTSS progress monitoring for EVERY student.  • Friday Morning intervention data review meetings for immediate change of service or placement, professional development, fidelity check, and planning.  • Focus on daily delivery of Natchez 6 pillars of ELA. Phonemic Awareness-Heggerty, Phonics First, Fluency-Big Book of Fluency/Benchmark/Phonics first, Comprehension and Vocabulary-Benchmark, Writing-Step up to Writing Strategies.  • Creation of Extracurricular class “Knowledge Strands” to build background knowledge, vocabulary and comprehension- Benchmark  • 40 Minute ELA intervention block 4 days per week.  • 50 Minutes ELA IReady mypath per week.  • Collaboration with United Way to provide 1.5 staff to specifically provide phonics based intervention each week  • Teachers and Instructional Aides are trained in LETRS. | green |  |

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| **Adult Learning Culture** | | | |
| **School Goal 2: 100% of Natchez staff participating in LETRS will complete the year long Volume 1 training with a certificate of mastery.** | | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** | **Status Check 2 Status** |
| *Copy/paste Improvement Strategies identified in the SPP Roadmap. Add/delete rows as needed.* | *Copy/paste Intended Outcomes identified in the SPP Roadmap.* | *Update after Status Check 1* | *Update after Status Check 2* |
| Teachers will participate in LETRS professional development course. | Professional development weekly, LETRS modules.  • Teachers having access to observe model teaching and debrief with LF and administration.  • Weekly LF Meeting  • LF and Administration to provide 1:1 coaching with teachers.  • Walkthrough data collected and shared with staff.  • PLCs will have a plan to meet on Wednesday to review student work, analysis strategies that were successful or unsuccessful, create a re-teach plan and then reassess.  • Every other week early release will be dedicated to LETRS. | green |  |

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| **Connectedness** | | | |
| **School Goal 3: Natchez will participate in a formalized Parent Teacher Home Visit program, conducting home visits with over 30% percent of families and will conduct at least 2 school/community events per month** | | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** | **Status Check 2 Status** |
| Natchez Staff will participate in the training required as part of the Parent Home Teacher Project. Natchez Staff will conduct Parent Home Visits with at least 30% of parents. Natchez will host at minimum 2 school/community connection events per month | Learning Facilitator will recruit teachers interested in being trained and participating in the Parent Teacher Home Visit Project. Teachers will enroll in appropriate coursework and complete required classes.  • Teachers and Learning Facilitator will schedule and conduct home visits with over 30% of our families.  • FACE will plan, schedule, advertise 2 school home connection activities per month. | *green* | *Update after Status Check 2* |
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# Status Check 1

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| **Student Success** | | |
| **School Goal 1: Natchez will improve performance through focus on district identified essential standards. Students will be assessed utilizing the IReady assessment in ELA. 80% of students will meet ELA growth goal as measured Iready diagnostic.** | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** |
| Schoolwide focus on effective ELA practice, including standardized grade level practice, whole school intervention, student assessment, and PLC. | Students will be formally assessed 3 times per year using LETRS, Phonics First and IReady to determine appropriate intervention placement and strategy.  • MTSS progress monitoring for EVERY student.  • Friday Morning intervention data review meetings for immediate change of service or placement, professional development, fidelity check, and planning.  • Focus on daily delivery of Natchez 6 pillars of ELA. Phonemic Awareness-Heggerty, Phonics First, Fluency-Big Book of Fluency/Benchmark/Phonics first, Comprehension and Vocabulary-Benchmark, Writing-Step up to Writing Strategies.  • Creation of Extracurricular class “Knowledge Strands” to build background knowledge, vocabulary and comprehension- Benchmark  • 40 Minute ELA intervention block 4 days per week.  • 50 Minutes ELA IReady mypath per week.  • Collaboration with United Way to provide 1.5 staff to specifically provide phonics based | green |
| **Lessons Learned (Now)** | | |
| **Strategy 1: This is a large undertaking with a lot of moving parts, we have been working to meet each staff members at their levels of readiness. Students are assessessed regulary as part of a robust mtss system. Knowledge strand class has been successful and continues to improve. Interventions take place 4 days per week. iReady minutes are met weekly. We have lost our United Way personnel for the year but have rearranged staff and students to accommodate their loss.** | | |
| **Next Steps:** | | |
| **Strategy 1: Continue to assess and improve as we complete the year.** | | |
| **Need:** | | |
| **Strategy 1: Continued effort throughout he spring.** | | |

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| **Adult Learning Culture** | | |
| **School Goal 2: 100% of Natchez staff participating in LETRS will complete the year long Volume 1 training with a certificate of mastery.** | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** |
| Teachers will participate in LETRS professional development course. | Professional development weekly, LETRS modules.  • Teachers having access to observe model teaching and debrief with LF and administration.  • Weekly LF Meeting  • LF and Administration to provide 1:1 coaching with teachers.  • Walkthrough data collected and shared with staff.  • PLCs will have a plan to meet on Wednesday to review student work, analysis strategies that were successful or unsuccessful, create a re-teach plan and then reassess.  • Every other week early release will be dedicated to LETRS. | green |
| **Lessons Learned (Now)** | | |
| **Strategy 1: We have added incentives and celebrations for ongoing participation and success.** | | |
| **Next Steps:** | | |
| **Strategy 1: Continue on to mastery and prepare for Module 2 of LETRS next year.** | | |
| **Need:** | | |
| **Strategy 1: Could always use more incentives if someone is feeling generous.** | | |

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| **Connectedness** | | |
| **School Goal 3: Natchez will participate in a formalized Parent Teacher Home Visit program, conducting home visits with over 30% percent of families and will conduct at least 2 school/community events per month** | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** |
| Natchez Staff will participate in the training required as part of the Parent Home Teacher Project. Natchez Staff will conduct Parent Home Visits with at least 30% of parents. Natchez will host at minimum 2 school/community connection events per month | Learning Facilitator will recruit teachers interested in being trained and participating in the Parent Teacher Home Visit Project. Teachers will enroll in appropriate coursework and complete required classes.  • Teachers and Learning Facilitator will schedule and conduct home visits with over 30% of our families.  • FACE will plan, schedule, advertise 2 school home connection activities per month. | green |
| **Lessons Learned (Now)** | | |
| **Strategy 1: Going well, we have incentivized this beyond the stipend with staff and seen an increase in participation.** | | |
| **Next Steps:** | | |
| **Strategy 1: Continue to meet with families and build bridges of connection.** | | |
| **Need:** | | |
| **Strategy 1: Need to be the GOLD STAR SCHOOL, LETS GO!** | | |

# 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.* |  |
| Schoolwide focus on effective ELA practice, including standardized grade level practice, whole school intervention, student assessment, and PLC. | Students will be formally assessed 3 times per year using LETRS, Phonics First and IReady to determine appropriate intervention placement and strategy.  • MTSS progress monitoring for EVERY student.  • Friday Morning intervention data review meetings for immediate change of service or placement, professional development, fidelity check, and planning.  • Focus on daily delivery of Natchez 6 pillars of ELA. Phonemic Awareness-Heggerty, Phonics First, Fluency-Big Book of Fluency/Benchmark/Phonics first, Comprehension and Vocabulary-Benchmark, Writing-Step up to Writing Strategies.  • Creation of Extracurricular class “Knowledge Strands” to build background knowledge, vocabulary and comprehension- Benchmark  • 40 Minute ELA intervention block 4 days per week.  • 50 Minutes ELA IReady mypath per week.  • Collaboration with United Way to provide 1.5 staff to specifically provide phonics based intervention each week  • Teachers and Instructional Aides are trained in LETRS. | Green |
| **Lessons Learned (Now)** | | |
| **Strategy 1:** This project is extensive, involving numerous components. Our efforts have been focused on tailoring support to meet each staff member's individual readiness level. Students undergo regular assessments as part of a comprehensive MTSS (Multi-Tiered System of Supports) framework. The Knowledge Strand class has shown success and is steadily progressing. Interventions occur four days a week, ensuring consistent support. Weekly iReady goals are consistently achieved. Despite the absence of United Way personnel for the year, we've reorganized staff and student roles to adapt to their departure. | | |
| **Next Steps:** | | |
| **Strategy 1:** As the academic year progresses, Natchez Elementary remains committed to ongoing assessment and enhancement. We are dedicated to evaluating our performance and implementing necessary improvements to ensure the continual advancement of our school community. Looking at shifting curriculums somewhat which will require additional training and implementation guidance. | | |
| **Need:** | | |
| **Strategy 1:** At Natchez Elementary, the diligent efforts of both staff and students are evident, reflecting a commitment to academic excellence and personal growth. While their hard work is commendable, we recognize the importance of providing additional incentives and celebrations to further motivate and reward their dedication. By fostering a culture of appreciation and recognition, we aim to cultivate a positive and supportive learning environment where achievements are celebrated and milestones are acknowledged. Through ongoing encouragement and reinforcement, we strive to inspire continued enthusiasm and commitment among our school community, ultimately fostering a spirit of collaboration and achievement. | | |

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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.* |  |
| Teachers and instructional support personnel will participate in LETRS professional development course. | Students will be formally assessed 3 times per year using LETRS, Phonics First and IReady to determine appropriate intervention placement and strategy. • MTSS progress monitoring for EVERY student.  • Friday Morning intervention data review meetings for immediate change of service or placement, professional development, fidelity check, and planning.  • Focus on daily delivery of Natchez 6 pillars of ELA. Phonemic Awareness-Heggerty, Phonics First, Fluency-Big Book of Fluency/Benchmark/Phonics first, Comprehension and Vocabulary-Benchmark, Writing-Step up to Writing Strategies.  • Creation of Extracurricular class “Knowledge Strands” to build background knowledge, vocabulary and comprehension- Benchmark  • 40 Minute ELA intervention block 4 days per week.  • 50 Minutes ELA IReady mypath per week.  • Collaboration with United Way to provide 1.5 staff to specifically provide phonics based | green |
| **Lessons Learned (Now)** | | |
| **Strategy 1:** To enhance motivation and engagement, we've introduced new incentives to encourage task completion. Additionally, we've successfully secured funding and made a firm commitment to implementing LETRS Volume 2 in the upcoming academic year, further enriching our literacy program. Moreover, our dedication to staff development remains unwavering, as we continue to provide comprehensive professional development opportunities across the entire staff, complemented by ongoing LETRS coursework to ensure sustained growth and proficiency in literacy instruction. | | |
| **Next Steps:** | | |
| **Strategy 1:** In preparation for the implementation of LETRS Volume 2 during the 2024-25 school year, our team is committed to undertaking necessary steps to ensure a smooth and successful transition. This preparation involves several key components. First, we will conduct a thorough review of the LETRS Volume 2 curriculum, familiarizing ourselves with its content, structure, and instructional strategies. This may include attending training sessions, studying materials, and collaborating with educators who have prior experience with the program.  Next, we will assess our current resources and identify any additional materials or tools required to effectively implement LETRS Volume 2. This might involve procuring textbooks, supplementary materials, or technology resources that align with the curriculum's objectives and methodologies.  We recognize the importance of providing ongoing support and professional development opportunities for our staff. To this end, we will schedule regular workshops, seminars, and peer collaboration sessions focused on LETRS Volume 2, allowing educators to deepen their understanding, share best practices, and address any challenges or questions that may arise.  By addressing these aspects of preparation, we hope to lay a strong foundation for the successful implementation of LETRS Volume 2, ensuring that our educators are well-equipped to deliver high-quality literacy instruction and support the academic growth and achievement of all students. | | |
| **Need:** | | |
| **Strategy 1:** As addressed above we will conduct some needs assessments along the way to determine what our needs will be. | | |

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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.* |  |
| Natchez Staff will participate in the training required as part of the Parent Home Teacher Project. Natchez Staff will conduct Parent Home Visits with at least 30% of parents. Natchez will host at minimum 2 school/community connection events per month | Learning Facilitator will recruit teachers interested in being trained and participating in the Parent Teacher Home Visit Project. Teachers will enroll in appropriate coursework and complete required classes.  • Teachers and Learning Facilitator will schedule and conduct home visits with over 30% of our families.  • FACE will plan, schedule, advertise 2 school home connection activities per month. |  |
| **Lessons Learned (Now)** | | |
| **Strategy 1:** The Home Visitation program at Natchez Elementary remains on a positive trajectory, with ongoing success and increased engagement among staff members. In addition to the stipend offered, we have introduced further incentives, which have effectively motivated staff members to participate actively in home visits, resulting in a notable uptick in involvement. As we gear up for our spring initiative, we are laying the groundwork for continued success. Notably, we have already surpassed our initial target of visiting 30% of families, a testament to the dedication and commitment of our team. Moving forward, we are steadfast in our commitment to strengthening connections with families, fostering meaningful relationships, and providing invaluable support to ensure the holistic development and success of every student at Natchez Elementary. | | |
| **Next:** | | |
| **Strategy 1:** Expanding and enhancing the Natchez Elementary Home Visit Project for the 2024-2025 school year involves strategic planning and implementation of several key steps. Here are the next steps:  Evaluation and Reflection: Conduct a thorough evaluation of the current Home Visit Project to identify strengths, areas for improvement, and lessons learned from the previous year's implementation. Reflect on feedback from staff members, families, and students to inform future planning.  Set Clear Objectives: Define clear and achievable objectives for the Home Visit Project for the upcoming school year. These objectives should include specific targets for the percentage of families to be visited, building upon the success of meeting the 30% goal from the previous year.  Enhanced Incentives: Continue to incentivize staff participation in home visits beyond stipends to maintain and increase engagement. Explore additional incentives such as recognition, professional development opportunities, or team-building activities to further motivate staff members. | | |
| **Need:** | | |
| **Strategy 1:** Need to be the gold star school! LETS GO! | | |