

# Navigating Our Course (Status Checks) Handout



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.

**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 of 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:
    - i. **Strong** - on track
    - ii. **At Risk** - requires some refinement and/or support
    - iii. **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			
<b>School Goal 1:</b> Increase overall SBAC proficiency by 4% in math and ELA. We will increase both ELL and IEP by 3% in both areas.			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
Increase rigor on common assessments and use iReady resources to address students who are not meeting Tier I expectations on those assessment.	<i>Improved scores on iReady will lead to an overall improved performance on SBAC.</i>	<b>STRONG</b>	<i>Update after Status Check 2</i>

Adult Learning Culture			
<b>School Goal 2:</b> Professional Learning Communities will increase classroom achievement on common formative assessments to 80% of students earning a score of 70% or greater to ensure Tier I instruction is mastered. PLCs wil use common assessment data to analyze success and need for intervention. PLC will be discussing data for all summative assessment and will be using at least 1 formative assessment data point during the course of that unit.			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
During shared department prep periods, PLC will utilize time to analyze data and align instruction. Data from formative assessments used to improve instruction and reteaching prior to the summative assessments.	<i>More students learning the required content before the summative exams. Less students needing to take re-takes.</i>	<b>STRONG</b>	<i>Update after Status Check 2</i>



Connectedness			
<p><b>School Goal 3:</b> Based on 23-24 climate data, our goal is to increase overall respect data by 10% and decrease events of disrespect in IC by 10%. We will do this by building classroom relationships and sense of community between staff, students and stakeholders through connectedness and community building activities.</p>			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
SEL and Community Circles.	<i>A reduction in our behavior events around disrespect.</i>	AT RISK	<i>Update after Status Check 2</i>

## Status Check 1

Student Success		
<p><b>School Goal 1:</b> Increase overall SBAC proficiency by 4% in math and ELA. We will increase both ELL and IEP by 3% in both areas.</p>		
Improvement Strategies	Intended Outcomes	Status Check 1 Status
Increase rigor on common assessments and use iReady resources to address students who are not meeting Tier I expectations on those assessment.	<i>Improved scores on iReady will lead to an overall improved performance on SBAC.</i>	STRONG
Lessons Learned (Now)		
<p><b>Strategy 1:</b> Consistency with time in MyPath is essential to seeing growth on the diagnostic assessments. We have 47% of our students meeting typical growth in Ready and 19% making Stretch growth. We have 35% of our students meeting typical growth in math and 11% making Stretch growth.</p>		
Next Steps:		
<p><b>Strategy 1:</b></p> <ul style="list-style-type: none"> <li>• Provide teachers with more training on how to utilize their classroom data and to use that data to make informed decisions about grouping students and providing interventions.</li> <li>• Get teachers to explore the resources and scaffolding within iReady more closely and start to see those resources used in lesson planning.</li> </ul>		



<ul style="list-style-type: none"> <li>Continue to provide vocabulary instruction strategies to the staff to utilize in helping to build a vocabulary focus across the building which is one of our lower bands in our iReady data.</li> </ul>
<b>Need:</b>
<b>Strategy 1:</b> <ul style="list-style-type: none"> <li>iReady training session with district iReady coaches</li> </ul>

Adult Learning Culture		
<p><b>School Goal 2:</b> Professional Learning Communities will increase classroom achievement on common formative assessments to 80% of students earning a score of 70% or greater to ensure Tier I instruction is mastered. PLCs will use common assessment data to analyze success and need for intervention. PLC will be discussing data for all summative assessment and will be using at least 1 formative assessment data point during the course of that unit.</p>		
Improvement Strategies	Intended Outcomes	Status Check 1 Status
During shared department prep periods, PLC will utilize time to analyze data and align instruction. Data from formative assessments used to improve instruction and reteaching prior to the summative assessments.	<i>More students learning the required content before the summative exams. Less students needing to take re-takes.</i>	<b>STRONG</b>
Lessons Learned (Now)		
<b>Strategy 1:</b> Our team is progressing strongly with their PLC process and analyzing data and aligning instruction. Departments are steadily increasing their use of common formative assessments.		
Next Steps:		
<b>Strategy 1:</b> Teachers and departments need to more clearly be able to articulate how they use their common formative assessments to make adjustments to instruction for the purposes of reteaching.		
Need:		



**Strategy 1:**

All teachers to be able to attend PLC time instead of being pulled for coverage. How do we prioritize this? Is there a way to adjust our master schedule?

**Connectedness**

**School Goal 3:** Based on 23-24 climate data, our goal is to increase overall respect data by 10% and decrease events of disrespect in IC by 10%. We will do this by building classroom relationships and sense of community between staff, students and stakeholders through connectedness and community building activities.

Improvement Strategies	Intended Outcomes	Status Check 1 Status
SEL and Community Circles.	<i>To decrease incidents of disrespect in our classrooms .</i>	<b>AT RISK</b>

**Lessons Learned (Now)**

**Strategy 1:**

Our data is showing that we have low compliance with the Second Step Implementation in the 7<sup>th</sup> and 8<sup>th</sup> grades.  
 Our data is showing that we have increased incidents of disrespect in 7<sup>th</sup> and 8<sup>th</sup> grades.  
 We are currently on track to have an equal number of incidents of disrespect with our students in comparison to last year.  
 We have seen an increase in teacher documentation of events this year as well.

**Next Steps:**

**Strategy 1:**

- We need to continue our Second Step lessons, community circles, counseling lessons, positive communication, etc. as all of this and more is data points for this goal.
- We need to introduce lessons during Enrichment around topics like disrespect.

**Need:**

**Strategy 1:**

- Compliance checks during lunch time to ensure Second Step Lessons and Community Circles are being done with fidelity.
- Build staff buy in to these processes to improve our outcomes.



## Status Check 2

Student Success		
School Goal 1: <i>Copy/paste Goals the school identified in the SPP Roadmap or from the At A Glance table above.</i>		
Improvement Strategies	Intended Outcomes	Status Check 2 Status
	<i>A reduction in our behavior events around disrespect.</i>	
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:

Adult Learning Culture		
School Goal 2: <i>Copy/paste Goals the school identified in the SPP Roadmap or from the At A Glance table above.</i>		
Improvement Strategies	Intended Outcomes	Status Check 2 Status
<i>Copy/paste Improvement Strategies identified in the SPP Roadmap or from above. Add/delete rows as needed.</i>	<i>Copy/paste intended outcomes the school identified in the SPP Roadmap or from above.</i>	
Lessons Learned (Now)		
Strategy 1:		
Strategy 2:		
Strategy 3:		
Strategy 4:		
Next Steps:		
Strategy 1:		
Strategy 2:		
Strategy 3:		



<b>Strategy 4:</b>
<b>Need:</b>
<b>Strategy 1:</b>
<b>Strategy 2:</b>
<b>Strategy 3:</b>
<b>Strategy 4:</b>

Connectedness		
<p><b>School Goal 3:</b> Based on 23-24 climate data, our goal is to increase overall respect data by 10% and decrease events of disrespect in IC by 10%. We will do this by building classroom relationships and sense of community between staff, students and stakeholders through connectedness and community building activities.</p>		
Improvement Strategies	Intended Outcomes	Status Check 2 Status
SEL and Community Circles	<i>To decrease incidents of disrespect in our classrooms .</i>	
Lessons Learned (Now)		
<b>Strategy 1:</b>		
<b>Strategy 2:</b>		
<b>Strategy 3:</b>		
<b>Strategy 4:</b>		
<b>Next:</b>		





<b>Strategy 1:</b>
<b>Strategy 2:</b>
<b>Strategy 3:</b>
<b>Strategy 4:</b>
<b>Need:</b>
<b>Strategy 1:</b>
<b>Strategy 2:</b>
<b>Strategy 3:</b>
<b>Strategy 4:</b>