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 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:
        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				
School Goal 1: Base on 21-22 school year data, we will see increase in 22-23 data – Math increase by 8% Aligned to Nevada's STIP and ELA increase by 5%. We will increase both ELL and IEP by 5% in both areas.				
Improvement Strategies	**Intended Outcomes**	**Status Check 1 Status**	**Status Check 2 Status**	
Increase rigor of common classroom assessment at each grade level and implement intervention if students have not mastered assessment.	Work in department PLC to align rigor of common assessments and check for mastery of assessment—Tier I instruction mastery. Students identified that need extra support and scaffolding – ELL, IEP, Attendance issues, or students failing. Use resources to align rigor with SBAC and District level assessments.	At Risk	At Risk	

Adult Learning Culture				
School Goal 2: Professional Learning Communities will increase classroom achievement on common assessments to ensure Tier I instruction is mastered. PLCs will use common assessment data to analyze success and need for intervention. PLC will be using at least 1 formative assessment data and summative assessment data in each 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.	Focus agenda in PLC—each department working with the PLC process to align the outcomes Participation in PLC with data—focusing on summative and formative assessment data department wide	Strong	Strong	

Connectedness			
School Goal 3: Based on 22-23 data, we will decrease our number of students deemed chronically absent to 12%.			
Improvement Strategies	**Intended Outcomes**	**Status Check 1 Status**	**Status Check 2 Status**
Monitor student attendance, family outreach by counselors and AP. Monitor course grades for engagement.	Weekly monitor of overall attendance, divide data by sub groups. Meet with individual students and contact parents.	*Strong*	*Strong*

Status Check 1

Student Success		
School Goal 1: Based on 21-22 school year data, we will see increase in 22-23 data – Math increase by 8% and ELA increase by 5%. We will increase both ELL and IEP by 5% in both areas.		
Improvement Strategies	**Intended Outcomes**	**Status Check 1 Status**
Increase rigor of common classroom assessment at each grade level and implement intervention if students have not mastered assessment.	Work in department PLC to align rigor of common assessments and check for mastery of assessment—Tier I instruction mastery. Students identified that need extra support and scaffolding – ELL, IEP, Attendance issues, or students failing. Use resources to align rigor with SBAC and District level assessments.	At Risk
Lessons Learned (Now)		
Strategy 1: Continue to increase rigor and independent practice for students so they can show mastery on content. This continues to be a struggle for all students to have the stamina for independent work. **Strategy 2:**		

Strategy 3:
Strategy 4:
Next Steps:
Strategy 1: Continue to incorporate the independent practice at a high level of rigor
Strategy 2:
Strategy 3:
Strategy 4:
Need:
Strategy 1:
Strategy 2:
Strategy 3:
Strategy 4:

Adult Learning Culture		
School Goal 2: : Professional Learning Communities will increase classroom achievement on common assessments to ensure Tier I instruction is mastered. PLCs will use common assessment data to analyze success and need for intervention. PLC will be using at least 1 formative assessment data and summative assessment data in each unit.		
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.	Focus agenda in PLC—each department working with the PLC process to align the outcomes Participation in PLC with data—focusing on summative and formative assessment data department wide	Strong

Lessons Learned (Now)
Strategy 1: Need more time for intervention . Continue to use extra class time to work with students that are not successful on common assessments. **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:**

Connectedness

School Goal 3: Based on 22-23 data, we will decrease our number of students deemed chronically absent to 12%.		
Improvement Strategies	**Intended Outcomes**	**Status Check 1 Status**
Monitor student attendance, family outreach by counselors and AP. Monitor course grades for engagement.	Weekly monitor of overall attendance, divide data by sub groups. Meet with individual students and contact parents.	Strong

Lessons Learned (Now)

Strategy 1: Continue to battle with high amount of student illness. Once students stay home it becomes easier to miss school.

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:

Status Check 2

<table>
<tr><td colspan="3" align="center">**Student Success**</td></tr>
<tr><td colspan="3">**School Goal 1:** Base on 21-22 school year data, we will see increase in 22-23 data – Math increase by 8% Aligned to Nevada's STIP and ELA increase by 5%. We will increase both ELL and IEP by 5% in both areas</td></tr>
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Strategy 2:

Strategy 3:

Strategy 4:</td></tr>
<tr><td colspan="3" align="center">**Next Steps:**</td></tr>
<tr><td colspan="3">Strategy 1:

Strategy 2:</td></tr>
</table>

Strategy 3:
Strategy 4:

Need:
Strategy 1:
Strategy 2:
Strategy 3:
Strategy 4:

Adult Learning Culture

School Goal 2: School Goal 2: Professional Learning Communities will increase classroom achievement on common assessments to ensure Tier I instruction is mastered. PLCs will use common assessment data to analyze success and need for intervention. PLC will be using at least 1 formative assessment data and summative assessment data in each unit.

Improvement Strategies	Intended Outcomes	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.	Focus agenda in PLC—each department working with the PLC process to align the outcomes Participation in PLC with data—focusing on summative and formative assessment data department wide	Strong
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:

Connectedness		
School Goal 3: Based on 22-23 data, we will decrease our number of students deemed chronically absent to 12%		
Improvement Strategies	**Intended Outcomes**	**Status Check 2 Status**
Monitor student attendance, family outreach by counselors and AP. Monitor course grades for engagement.	Weekly monitor of overall attendance, divide data by sub groups. Meet with individual students and contact parents.	Strong
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: