CIP Status Check Handout

Purpose: Status checks provide space for the CI Team to monitor and reflect on the implementation and the impact of the improvement strategies they identified, as well as progress towards goals they set in their SPP.

Directions: As a team, review progress monitoring data for each of your goals and complete the reflection exercise on the following page. You can add tables for additional goals as needed. You should conduct a minimum of 2-3 status checks during the year to help ensure you are making progress toward your goals.

Considerations:
- **Consider saving Status Check documents** for future reference. Team reflections during status checks are a significant part of the continuous improvement process. Keeping track of these reflections will help your school see progress on goals and strategies over the years in the same document.
- **Use the data available at the time of status checks to drive your discussions.** Your team identified formative and summative measures to use for monitoring progress on goals and strategies.
- Keep in mind that **data will tell us WHAT is happening, but it will never tell us WHY**. We need discussions with people to fill in those gaps and deepen our understanding of why we are where we are in our progress towards our goals. The discussions are critical for teasing out what is driving the findings and data trends we are seeing.

Status Check Reflection Sheet

ADULT LEARNING CULTURE - School Goal 1 – 2/10/23 *Update for each goal*	Are We Making Progress Toward Our Goal? *Yes or No*
	Yes
Progress *What does our progress monitoring data reveal about our progress toward our goal?*	
We have made some progress on this goal, but not as much as desired or expected. This is in part influenced by the decrease in time allotted (districtwide) for PLCs that can be directed by the administrator. Teachers on our staff have taken advantage of additional funds to meet as a PLC on their own, but it appears that those PLCs are inconsistent in their focus or lack thereof on data and instructional changes as a result of that data. We have been able to tighten up our focus on data as we now have STAR assessment data schoolwide.	
Lessons Learned *What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in performance are we noticing?*	Are Our Strategies On Track? *On Track, At-Risk, Needs Immediate Attention*
Improvement Strategy 1: We have just begun to provide training on PLC implementation. This has been a slow ramp up in part due to time available and in part due to a novice principal leading the work. We have learned from our work thus far, and have plans to focus more intensely on PLC training and structure.	**At-risk**
Improvement Strategy 2: *Add rows for additional Improvement Strategies as needed*	
Next Steps *What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?*	
We will bring the topic to the Departmental Leadership Team including the need for more common formative data and more alignment to SBAC data. Once this is rolled out to DL and then full teaching staff, we should be able to offer a common PLC focus in which teams consider the weekly formative data.	
Needs *What do we need to be successful in taking action?*	

Develop and provide an explicit guide to expectations for formative assessments, implementation, and a template to report data outcomes as well as the resultant instructional moves.

Monitor implementation and PLC discussions and consider as an administrative team and DL team.

Provide resources for developing SBAC-aligned prompts and items.