

# 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			
<p><b>School Goal 1:</b> All students will access Tier I curriculum through high quality and rigorous instruction enriched with language strategies and improve student achievement in reading/ELA, mathematics, and science by two percent in each content as measured by student achievement and growth in alignment with SBAC results. Targeted subgroups will include FRL, EL, and IEP. Improvement strategy: iReady</p>			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
<i>Copy/paste Improvement Strategies identified in the SPP Roadmap. Add/delete rows as needed.</i>	<i>Copy/paste Intended Outcomes identified in the SPP Roadmap.</i>	<i>Update after Status Check 1</i>	<i>Update after Status Check 2</i>
1. Ongoing monthly professional development on research-based instructional strategies, including high-yield strategies that influence the maximum use of language in all core content areas, newly adopted curriculum, and best practices of iReady programming.	All students will access Tier I curriculum through high quality and rigorous instruction enriched with language strategies and improve student achievement in reading/ELA, mathematics, and science by two percent in each content as measured by student achievement and growth in alignment with SBAC results. Targeted subgroups will include FRL, EL, and IEP.	<b>Strong</b>	<b>Strong</b>
2. Ongoing specialized and targeted professional development for special education teachers with monthly meetings		<b>Strong</b>	<b>Strong</b>
3. Continued PLC practices in all core departments.		<b>Strong</b>	<b>Strong</b>

Adult Learning Culture			
<p><b>School Goal 2:</b> All teachers will participate in professional learning communities centered around adult and student learning. Elements of the PLCs will include collaboration, data-driven results, and a focus on learning rather than teaching. All work around identifying standards, pacing and planning, unwrapping standards, creating assessments, and reviewing data to drive instruction and interventions will be based on the four main questions from PLC model. Improvement strategy: PLCs</p>			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status



<i>Copy/paste Improvement Strategies identified in the SPP Roadmap. Add/delete rows as needed.</i>	<i>Copy/paste Intended Outcomes identified in the SPP Roadmap.</i>	<i>Update after Status Check 1</i>	<i>Update after Status Check 2</i>
1. Ongoing monthly professional development on research-based instructional strategies, including high-yield strategies that influence the maximum use of language in all core content.	All teachers will participate in professional learning communities centered around adult and student learning. Elements of the PLCs will include collaboration, data-driven results, and a focus on learning rather than teaching. All work around identifying standards, pacing and planning, unwrapping standards, creating assessments, and reviewing data to drive instruction and interventions will be based on the four main questions from PLC model.	Strong	Strong
2. Ongoing specialized and targeted professional development for special education teachers with monthly meetings.		Strong	Strong
3. Continued PLC practices in all core departments.		Strong	Strong

<b>Connectedness</b>			
<p><b>School Goal 3:</b> Dilworth Middle School will provide at least monthly family engagement events. These events will be a combination of academic and social focuses. The goal is to increase family engagement, involvement, and collaborative support between home and school connections in order to increase student achievement and social development. The school's target is to have at least 75 families attend for larger scale events like open house and music events, and 10 families for smaller events. Improvement strategy: SEL</p>			
<b>Improvement Strategies</b>	<b>Intended Outcomes</b>	<b>Status Check 1 Status</b>	<b>Status Check 2 Status</b>
<i>Copy/paste Improvement Strategies identified in the SPP Roadmap. Add/delete rows as needed.</i>	<i>Copy/paste Intended Outcomes identified in the SPP Roadmap.</i>	<i>Update after Status Check 1</i>	<i>Update after Status Check 2</i>
1. Calendar monthly parent involvement events.	Dilworth Middle School will provide at least monthly family engagement events. These events will be a combination of academic and social focuses. The goal is to increase family engagement, involvement, and collaborative support between home and school connections in order to increase student achievement and social development. The school's target is to have at least 75 families attend for larger scale events like open house and music events, and 10 families for smaller events.	Strong	Strong
2. Communicate with family of events through the use of ConnectEd phone calls, newsletters/fliers, broadcast announcements, school social media, and the school website.		Strong	Strong
3. Attendance will be tracked and exit tickets will be collected and triangulated with school data to measure impact and next steps for engaging families more effectively in the future.		Strong	Strong



# Status Check 1

Student Success		
<p><b>School Goal 1:</b> All students will access Tier I curriculum through high quality and rigorous instruction enriched with language strategies and improve student achievement in reading/ELA, mathematics, and science by two percent in each content as measured by student achievement and growth in alignment with SBAC results. Targeted subgroups will include FRL, EL, and IEP. Improvement strategy: iReady</p>		
Improvement Strategies	Intended Outcomes	Status Check 1 Status
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2. Ongoing specialized and targeted professional development for special education teachers with monthly meetings		Strong
3. Continued PLC practices in all core departments.		Strong
Lessons Learned (Now)		
<p>Strategy 1: Monthly EL PD through the EL coordinator            Strategy 2: Monthly meetings for special education staff are being held            Strategy 3: Continued supports with central office staff working with administration and special education staff            Strategy 4: All departments continuously submitting essential standards and pacing            Strategy 5: Built in schedule for daily iReady use and progress monitoring.</p>		
Next Steps:		
<p>Strategy 1: Continue to focus on EL strategies            Strategy 2: Continue monthly MTSS focus to review data and discuss students            Strategy 3: Continued monitoring and supports for special education staff            Strategy 4: Continued accountability for all departments with classroom walkthroughs and data review            Strategy 5: Continue to learn more about iReady and use data as available.</p>		
Need:		



Strategy 1: Time  
 Strategy 2: Funding for EL and MTSS programming  
 Strategy 3: Resources and support from central office staff  
 Strategy 4: Substitutes and sub days (Title I and ESSER grants)

### Adult Learning Culture

**School Goal 2:** All teachers will participate in professional learning communities centered around adult and student learning. Elements of the PLCs will include collaboration, data-driven results, and a focus on learning rather than teaching. All work around identifying standards, pacing and planning, unwrapping standards, creating assessments, and reviewing data to drive instruction and interventions will be based on the four main questions from PLC model. Improvement strategy: PLCs

Improvement Strategies	Intended Outcomes	Status Check 1 Status
1. Ongoing monthly professional development on research-based instructional strategies, including high-yield strategies that influence the maximum use of language in all core content.	All teachers will participate in professional learning communities centered around adult and student learning. Elements of the PLCs will include collaboration, data-driven results, and a focus on learning rather than teaching. All work around identifying standards, pacing and planning, unwrapping standards, creating assessments, and reviewing data to drive instruction and interventions will be based on the four main questions from PLC model.	Strong
2. Ongoing specialized and targeted professional development for special education teachers with monthly meetings.		Strong
3. Continued PLC practices in all core departments.		Strong

### Lessons Learned (Now)

Strategy 1: Monthly EL PD through the EL coordinator  
 Strategy 2: Monthly meetings for special education staff are being held  
 Strategy 3: Continued supports with central office staff working with administration and special education staff  
 Strategy 4: All departments continuously submitting essential standards and pacing  
 Strategy 5: Built in schedule for daily iReady use and progress monitoring.

### Next Steps:

Strategy 1: Continue to focus on EL strategies  
 Strategy 2: Continue monthly MTSS focus to review data and discuss students  
 Strategy 3: Continued monitoring and supports for special education staff  
 Strategy 4: Continued accountability for all departments with classroom walkthroughs and data review



Strategy 5: Continue to learn more about iReady and use data as available.
<b>Need:</b>
Strategy 1: Time Strategy 2: Funding for EL and MTSS programming Strategy 3: Resources and support from central office staff Strategy 4: Substitutes and sub days (Title I and ESSER grants)

Connectedness		
<p><b>School Goal 3:</b> Dilworth Middle School will provide at least monthly family engagement events. These events will be a combination of academic and social focuses. The goal is to increase family engagement, involvement, and collaborative support between home and school connections in order to increase student achievement and social development. The school's target is to have at least 75 families attend for larger scale events like open house and music events, and 10 families for smaller events. Improvement strategy: SEL</p>		
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2. Communicate with family of events through the use of ConnectEd phone calls, newsletters/fliers, broadcast announcements, school social media, and the school website.		Strong
3. Attendance will be tracked and exit tickets will be collected and triangulated with school data to measure impact and next steps for engaging families more effectively in the future.		Strong
Lessons Learned (Now)		
Strategy 1: Monthly events calendared Strategy 2: FACE Liaison and administration hold events monthly based on need and request of families Strategy 3: Ongoing communication with families using a variety of methods of communication Strategy 4: Exit tickets collected for most events		
Next Steps:		
Strategy 1: Continue to address family needs and hold family events at least monthly		



Strategy 2: Continued communication with families  
Strategy 3: Focus on using formal exit tickets to drive next events  
Strategy 4: Continued use of WCSD Family Partnerships office for support  
Strategy 5: Increased communication with staff on upcoming events

**Need:**

Strategy 1: FACE Liaison  
Strategy 2: WCSD Family Partnerships Department  
Strategy 3: Funding for snacks and materials



## Status Check 2

Student Success		
<p><b>School Goal 1:</b> All students will access Tier I curriculum through high quality and rigorous instruction enriched with language strategies and improve student achievement in reading/ELA, mathematics, and science by two percent in each content as measured by student achievement and growth in alignment with SBAC results. Targeted subgroups will include FRL, EL, and IEP. Improvement strategy: iReady</p>		
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Lessons Learned (Now)		
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Next Steps:		
<p>Strategy 1: Continue to focus on EL strategies            Strategy 2: Strengthen monthly MTSS focus to review data and discuss students            Strategy 3: Continued monitoring and supports for special education staff            Strategy 4: Continued accountability for all departments with classroom walkthroughs and data review            Strategy 5: Continue to learn more about iReady and use data as available.</p>		
Need:		





Strategy 1: Time  
 Strategy 2: Funding for EL and MTSS programming  
 Strategy 3: Resources and support from central office staff  
 Strategy 4: Substitutes and sub days (Title I and ESSER grants)

### Adult Learning Culture

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### Lessons Learned (Now)

Strategy 1: Monthly EL PD through the EL coordinator  
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### Next Steps:

Strategy 1: Continue to focus on EL strategies  
 Strategy 2: Strengthen monthly MTSS focus to review data and discuss students  
 Strategy 3: Continued monitoring and supports for special education staff



<p>Strategy 4: Continued accountability for all departments with classroom walkthroughs and data review</p> <p>Strategy 5: Continue to learn more about iReady and use data as available.</p>
<b>Need:</b>
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