

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			
School Goal 1: <i>By the next ACT exam, Hispanic students will close the gap on the ACT average score by 50% or 1.3 points</i>			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
<i>All departments will work with ELD teacher to improve instructional strategies, review data and adapt strategies to student need. All students will be encouraged to attend ACT Boot camp for ACT Test Preparation.</i>	<i>EL Instructional Strategies will be used by all staff to better prepare students and increase their knowledge to prepare for ACT. Large sign up for Bootcamp will lead to students being more prepared</i>	<i>Strong</i>	<i>Update after Status Check 2</i>

Adult Learning Culture			
School Goal 2: <i>By the end of the school year, all departments will work with our ELD to learn specific instructional strategies and incorporate them into all lessons.</i>			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
<i>MTSS team will work with ELD to problem solve lower performing students and give tiered support to all students</i>	<i>Increase collaboration with ELD to support all students</i>	<i>Strong</i>	<i>Strong</i>

Connectedness			
School Goal 3: <i>By the next climate survey, connection between students, staff and families will all increase by each reporting party at least 2 percentage points. Students 77%-79%, Staff 93%-95%, Families 89%-91%</i>			
Improvement Strategies	Intended Outcomes	Status Check 1	Status Check 2



		Status	Status
Staff will reach out to students and families monthly with positive messages. Staff will also be visible between each passing period to connect with students. Incorporating Social Emotional Learning into each class and providing PBIS supports during each class period.	Relationships between all stakeholders will grow stronger	Strong	Update after Status Check 2

Status Check 1

Student Success			
School Goal 1: By the next ACT exam, Hispanic students will close the gap on the ACT average score by 50% or 1.3 points			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	
EL Instructional Strategies will be used by all staff to better prepare students and increase their knowledge to prepare for ACT. Large sign up for Bootcamp will lead to students being more prepared	EL Instructional Strategies will be used by all staff to better prepare students and increase their knowledge to prepare for ACT. Large sign up for Bootcamp will lead to students being more prepared	Strong	
Lessons Learned (Now)			
Strategy 1: ELD teacher leads PD for all staff on EL Instructional strategies			
Strategy 2:ELD Teacher will work with individual teachers and departments on EL Instructional Strategies			
Strategy 3: All students will be encouraged to sign up for ACT bootcamp			
Strategy 4:			
Next Steps:			



Strategy 1: Circle back to strategies that have been used, troubleshoot concerns and revamp	
Strategy 2: Individual teachers share with staff lessons learned and new ideas	
Strategy 3: Students attend Bootcamp	
Strategy 4:	
Need:	
Strategy 1: More time with ELD	
Strategy 2: Set aside PD time on 2/26	
Strategy 3: Attendance of Bootcamp	
Strategy 4:	

Adult Learning Culture		
School Goal 2: By the end of the school year, all departments will work with our ELD to learn specific instructional strategies and incorporate them into all lessons.		
Improvement Strategies	Intended Outcomes	Status Check 1 Status
<i>MTSS team will work with ELD to problem solve lower performing students and give tiered support to all students</i>	<i>Increase collaboration with ELD to support all students</i>	Strong
Lessons Learned (Now)		
Strategy 1: Lack of EL teacher and support classes make this more difficult but we're being creative		
Strategy 2: One on one EL support has been helpful		



Strategy 3: Instructional strategies in Tier 1 classroom have been helpful	
Strategy 4:	
Next Steps:	
Strategy 1: Discussion with EL department about EL allocation	
Strategy 2: Continue giving tiered support to those who deserve it	
Strategy 3: Share strategies learned with whole school	
Strategy 4:	
Need:	
Strategy 1: EL allocation	
Strategy 2: Tutoring after school to continue	
Strategy 3: PD time	
Strategy 4:	

Connectedness		
School Goal 3: By the next climate survey, connection between students, staff and families will all increase by each reporting party at least 2 percentage points. Students 77%-79%, Staff 93%-95%, Families 89%-91%		
Improvement Strategies	Intended Outcomes	Status Check 1 Status
Staff will reach out to students and families monthly with positive messages. Staff will also be visible between each passing period to connect with students. Incorporating Social Emotional Learning into each class and providing PBIS supports during each class period.	Relationships between all stakeholders will grow stronger	Strong



Lessons Learned (Now)			
Strategy 1: Positive communication home has been successful			
Strategy 2: Increased visibility in hallways by all staff members has been helpful when done with fidelity			
Strategy 3: Communication home with all students who are failing at quarter increased amount of student's passing by semester			
Strategy 4:			
Next Steps:			
Strategy 1: Continue sending home positive post cards, phone calls, and emails			
Strategy 2: more consistency with all staff out during passing time			
Strategy 3: Prepare to send home success plans for all students failing at end of 3 rd quarter			
Strategy 4:			
Need:			
Strategy 1: purchase post cards, incentivize communication home			
Strategy 2: Walk hallways during passing time showing gratitude for those in hallways			
Strategy 3: Time to create plans and send home			
Strategy 4:			



Status Check 2

Student Success			
School Goal 1: <i>By the next ACT exam, Hispanic students will close the gap on the ACT average score by 50% or 1.3 points</i>			
Improvement Strategies	Intended Outcomes	Status Check 2 Status	Strong
EL Instructional Strategies will be used by all staff to better prepare students and increase their knowledge to prepare for ACT. Large sign up for Bootcamp will lead to students being more prepared	EL Instructional Strategies will be used by all staff to better prepare students and increase their knowledge to prepare for ACT. Large sign up for Bootcamp will lead to students being more prepared		
Lessons Learned (Now)			
Strategy 1: ELD teacher leads PD for all staff on EL Instructional strategies			
Strategy 2:ELD Teacher will work with individual teachers and departments on EL Instructional Strategies			
Strategy 3: Popularity of ACT Boot camp is growing. 1/3 of Junior class attended with average score growth of 4.8 points			



Strategy 4:		
Next Steps:		
Strategy 1: Circle back to strategies that have been used, troubleshoot concerns and revamp		
Strategy 2: Individual teachers share with staff lessons learned and new ideas		
Strategy 3: Continue to advertise boot camps and other ACT prep opportunities		
Strategy 4:		
Need:		
Strategy 1: More time with ELD		
Strategy 2: Set aside PD time on 5/8		
Strategy 3: Continued scholarships for students who cannot afford bootcamp.		
Strategy 4:		
Adult Learning Culture		
School Goal 2: By the end of the school year, all departments will work with our ELD to learn specific instructional strategies and incorporate them into all lessons.		
Improvement Strategies	Intended Outcomes	Status Check 2 Status
<i>MTSS team will work with ELD to problem solve lower performing students and give tiered support to all students</i>	<i>Increase collaboration with ELD to support all students</i>	Strong



Lessons Learned (Now)	
Strategy 1: Lack of EL teacher and support classes make this more difficult but we're being creative	
Strategy 2: One on one EL support has been helpful	
Strategy 3: Instructional strategies in Tier 1 classroom have been helpful	
Strategy 4:	
Next Steps:	
Strategy 1: Discussion with EL department about EL allocation. Increasing need for more support	
Strategy 2: Continue giving tiered support to those who deserve it	
Strategy 3: Share strategies learned with whole school	
Strategy 4:	
Need:	
Strategy 1: EL allocation	
Strategy 2: Tutoring after school to continue	
Strategy 3: PD time	
Strategy 4:	
Connectedness	
School Goal 3: By the next climate survey, connection between students, staff and families will all increase by each reporting party at least 2 percentage points. Students 77%-79%, Staff 93%-95%, Families 89%-91%	
Improvement Strategies	Intended Outcomes
	Status Check 2 Status



<i>Staff will reach out to students and families monthly with positive messages. Staff will also be visible between each passing period to connect with students. Incorporating Social Emotional Learning into each class and providing PBIS supports during each class period.</i>	<i>Relationships between all stakeholders will grow stronger</i>	Strong
Lessons Learned (Now)		
Strategy 1: Positive communication home has been successful		
Strategy 2: Increased visibility in hallways by all staff members has been helpful when done with fidelity		
Strategy 3: Communication home with all students who are failing at quarter increased amount of student's passing by May		
Strategy 4:		
Next Steps:		
Strategy 1: Continue sending home positive post cards, phone calls, and emails		
Strategy 2: more consistency with all staff our during passing time		
Strategy 3: Send home success plans for all students failing at beginning of May		
Strategy 4:		
Need:		
Strategy 1: purchase post cards, incentivize communication home		
Strategy 2: Walk hallways during passing time showing gratitude for those in hallways		

