

# 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> Anderson Elementary School will grow in Mathematics a minimum of 5% as measured by SBAC			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
Tier 1 instruction implementation during the instructional day will focus on high quality curriculum in math. Through the PLC process data will be analyzed in order to create a learning environment differentiated to both provide scaffolds to those who need and extensions to those exceeding standard.	Students will be engaged in 85% of the learning and text to ensure Tier 1/grade level learning is occurring with high quality instructional supports and language development integration for all students to access Nevada Academic Content Standards learning.	At Risk	At Risk
PLC process Implementation - in advancing PLC practices to reflect Plan-Do-Study-Act cycle of inquiry around teaching/learning (standards-based instruction/assessment/grading practices). PLC/common planning for all staff (scheduled through the master schedule and embedded within the school day) will provide time for complete PLC process implementation and backwards design of coherent lesson planning around ELA and Math.	Student performance will increase on Common Assessments with a growth in students meeting standards by 5%.	At Risk	At Risk

Adult Learning Culture			
<b>School Goal 2:</b> Ensure the Professional Learning Communities (PLC) process is implemented with fidelity and reliability school wide to ensure the four essential questions of PLC are utilized to implement data-driven instructional decision- making school wide. This will be measured by a 5% increase in math proficiency as measured by SBAC by 5%.			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status



Through the PLC process, instruction will be discussed through alignment to the essential standards in both ELA and Math creating a baseline of performance data to support goals for the 22-23 SY.	All ELA and math common assessments are created with alignment to Essential Standards with access to school City.	At Risk	At Risk
EL certified teachers present and participating in the PLC process. We will focus through the use of the Data Analysis Protocol on sub-populations to meet their individual instructional needs, supports and scaffolds during Tier 1 instruction, intervention, and enrichment.	Our EL Sub population will exit Access 25% more than previous years.	At Risk	At Risk

Connectedness			
<b>School Goal 3:</b> Greater presence of Social Emotional Learning (SEL) practices integrated into the classroom and school environment by increasing the number of observable Teacher and Student SEL practices and positive reinforcement engagement. Decrease in percentage of Chronic Absenteeism to reflect less than or equal to 15% students chronically absent.			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
Ensure use of SEL programming, increase on PBIS verbiage school-wide, and increased parent contact for absent students.	Schoolwide learning is consistent through the use of common language for behavior creating an environment where students prioritize positive behavior.	Strong	Strong
Decrease in percentage of Chronic Absenteeism through use of SEL curriculum.	Decrease Chronic Absenteeism by 6%.	Strong	Strong

## Status Check 1

Student Success		
<b>School Goal 1:</b> Anderson Elementary School will grow in Mathematics a minimum of 5% as measured by SBAC.		
Improvement Strategies	Intended Outcomes	Status Check 1 Status
Tier 1 instruction implementation during the instructional day will focus on high quality curriculum in math. Through	Students will be engaged in 85% of the learning and text to ensure Tier 1/grade level learning is occurring with high	At Risk



<p>the PLC process data will be analyzed in order to create a learning environment differentiated to both provide scaffolds to those who need and extensions to those exceeding standard.</p>	<p>quality instructional supports and language development integration for all students to access Nevada Academic Content Standards learning.</p>	
<p>PLC process Implementation - in advancing PLC practices to reflect Plan-Do-Study-Act cycle of inquiry around teaching/learning (standards-based instruction/assessment/grading practices). PLC/common planning for all staff (scheduled through the master schedule and embedded within the school day) will provide time for complete PLC process implementation and backwards design of coherent lesson planning around ELA and Math.</p>	<p>Student performance will increase on Common Assessments with a growth in students meeting standards by 5%.</p>	<p>At Risk</p>
<p><b>Lessons Learned (Now)</b></p>		
<p><b>Strategy 1:</b> The PLC process is not set up for success yes.</p> <p><b>Strategy 2:</b> Teachers understand the Plan-Do-Study-Act portion of the PLC, yet we need to look more deeply at the data.</p> <p><b>Strategy 3:</b></p> <p><b>Strategy 4:</b></p>		
<p><b>Next Steps:</b></p>		
<p><b>Strategy 1:</b> We need to encourage more scaffolding of tier 1 instruction for greater understanding from the student perspective.</p> <p><b>Strategy 2:</b> Encourage teachers to progress monitor their students and utilize common assessments to retrieve the necessary data to understand students' needs.</p>		



<b>Strategy 3:</b>
<b>Strategy 4:</b>
<b>Need:</b>
<b>Strategy 1:</b> A common intervention program school-wide.
<b>Strategy 2:</b> Further training in those interventions.
<b>Strategy 3:</b>
<b>Strategy 4:</b>

Adult Learning Culture		
<b>School Goal 2:</b> Ensure the Professional Learning Communities (PLC) process is implemented with fidelity and reliability school wide to ensure the four essential questions of PLC are utilized to implement data-driven instructional decision- making school wide. This will be measured by a 5% increase in math proficiency as measured by SBAC by 5%.		
Improvement Strategies	Intended Outcomes	Status Check 1 Status
Through the PLC process, instruction will be discussed through alignment to the essential standards in both ELA and Math creating a baseline of performance data to support goals for the 22-23 SY.	All ELA and math common assessments are created with alignment to Essential Standards with access to school City.	At Risk
EL certified teachers present and participating in the PLC process. We will focus through the use of the Data Analysis Protocol on sub-populations to meet their individual instructional needs, supports and scaffolds during Tier 1 instruction, intervention, and enrichment.	Our EL Sub population will exit Access 25% more than previous years.	At Risk
Lessons Learned (Now)		
<b>Strategy 1:</b> The PLC process needs revitalization.		



<p><b>Strategy 2:</b> Use our EL Coach to consult on best practices in the classroom during the PLC process.</p> <p><b>Strategy 3:</b></p> <p><b>Strategy 4:</b></p>
<b>Next Steps:</b>
<p><b>Strategy 1:</b> Set up more specific guidelines for expectations during PLC.</p> <p><b>Strategy 2:</b> Have a set schedule for teachers to discuss EL needs with the EL Coach.</p> <p><b>Strategy 3:</b></p> <p><b>Strategy 4:</b></p>
<b>Need:</b>
<p><b>Strategy 1:</b> A greater common understanding of our school goals.</p> <p><b>Strategy 2:</b> We need to utilize the vast knowledge of our EL coach in the classroom.</p> <p><b>Strategy 3:</b></p> <p><b>Strategy 4:</b></p>

Connectedness		
<p>Greater presence of Social Emotional Learning (SEL) practices integrated into the classroom and school environment by increasing the number of observable Teacher and Student SEL practices and positive reinforcement engagement. Decrease in percentage of Chronic Absenteeism to reflect less than or equal to 15% students chronically absent.</p>		
Improvement Strategies	Intended Outcomes	Status Check 1 Status
<p>Ensure use of SEL programming, increase on PBIS verbiage school-wide, and increased parent contact for absent students.</p>	<p>Schoolwide learning is consistent through the use of common language for behavior creating an environment where students prioritize positive behavior.</p>	<p style="background-color: #c8e6c9; display: inline-block; padding: 2px 10px;">Strong</p>



Decrease in percentage of Chronic Absenteeism through use of SEL curriculum.	Decrease Chronic Absenteeism by 6%.	Strong
<b>Lessons Learned (Now)</b>		
<p><b>Strategy 1:</b> SEL is vibrant and well in some classrooms.</p> <p><b>Strategy 2:</b> Although the Chronic Absenteeism is trending better than years past, it is still well above the district average.</p> <p><b>Strategy 3:</b></p> <p><b>Strategy 4:</b></p>		
<b>Next Steps:</b>		
<p><b>Strategy 1:</b> Re-visit SEL curriculum and to see if it needs change.</p> <p><b>Strategy 2:</b> RE-visit this topic with more strategies to encourage students and parents to come to school on time.</p> <p><b>Strategy 3:</b></p> <p><b>Strategy 4:</b></p>		
<b>Need:</b>		
<p><b>Strategy 1:</b> Take a look at the district SEL program and see if that is more viable as it may come with further training.</p> <p><b>Strategy 2:</b> Conversation with colleagues and truancy need to happen to find positive and productive ways for us to bring students to school.</p> <p><b>Strategy 3:</b></p> <p><b>Strategy 4:</b></p>		



## Status Check 2

Student Success		
<b>School Goal 1:</b> Anderson Elementary School will grow in Mathematics a minimum of 5% as measured by SBAC		
Improvement Strategies	Intended Outcomes	Status Check 2 Status
Tier 1 instruction implementation during the instructional day will focus on high quality curriculum in math. Through the PLC process data will be analyzed in order to create a learning environment differentiated to both provide scaffolds to those who need and extensions to those exceeding standard.	Students will be engaged in 85% of the learning and text to ensure Tier 1/grade level learning is occurring with high quality instructional supports and language development integration for all students to access Nevada Academic Content Standards learning.	At Risk
PLC process Implementation - in advancing PLC practices to reflect Plan-Do-Study-Act cycle of inquiry around teaching/learning (standards-based instruction/assessment/grading practices). PLC/common planning for all staff (scheduled through the master schedule and embedded within the school day) will provide time for complete PLC process implementation and backwards design of coherent lesson planning around ELA and Math.	Student performance will increase on Common Assessments with a growth in students meeting standards by 5%.	At Risk
Lessons Learned (Now)		
<p><b>Strategy 1:</b> The PLC process is not set up for success yes.</p> <p><b>Strategy 2:</b> Teachers understand the Plan-Do-Study-Act portion of the PLC, yet we need to look more deeply at the data.</p> <p><b>Strategy 3:</b></p>		





<b>Strategy 4:</b>
<b>Next Steps:</b>
<p><b>Strategy 1:</b> We need to encourage more scaffolding of tier 1 instruction for greater understanding from the student perspective.</p> <p><b>Strategy 2:</b> Encourage teachers to progress monitor their students and utilize common assessments to retrieve the necessary data to understand students' needs.</p>
<b>Strategy 3:</b>
<b>Strategy 4:</b>
<b>Need:</b>
<p><b>Strategy 1:</b> A common intervention program school-wide.</p> <p><b>Strategy 2:</b> Further training in those interventions.</p> <p><b>Strategy 3:</b></p> <p><b>Strategy 4:</b></p>

Adult Learning Culture		
<p><b>School Goal 2:</b> Ensure the Professional Learning Communities (PLC) process is implemented with fidelity and reliability school wide to ensure the four essential questions of PLC are utilized to implement data-driven instructional decision- making school wide. This will be measured by a 5% increase in math proficiency as measured by SBAC by 5%.</p>		
Improvement Strategies	Intended Outcomes	Status Check 2 Status
Through the PLC process, instruction will be discussed through alignment to the essential standards in both ELA and Math creating a baseline of performance data to support goals for the 22-23 SY.	All ELA and math common assessments are created with alignment to Essential Standards with access to school City.	At Risk



<p>EL certified teachers present and participating in the PLC process. We will focus through the use of the Data Analysis Protocol on sub-populations to meet their individual instructional needs, supports and scaffolds during Tier 1 instruction, intervention, and enrichment.</p>	<p>Our EL Sub population will exit Access 25% more than previous years.</p>	<p style="text-align: center;">At Risk</p>
<b>Lessons Learned (Now)</b>		
<p><b>Strategy 1:</b> The PLC process needs revitalization.</p> <p><b>Strategy 2:</b> Use our EL Coach to consult on best practices in the classroom during the PLC process.</p> <p><b>Strategy 3:</b></p> <p><b>Strategy 4:</b></p>		
<b>Next Steps:</b>		
<p><b>Strategy 1:</b> Set up more specific guidelines for expectations during PLC.</p> <p><b>Strategy 2:</b> Have a set schedule for teachers to discuss EL needs with the EL Coach.</p> <p><b>Strategy 3:</b></p> <p><b>Strategy 4:</b></p>		
<b>Need:</b>		
<p><b>Strategy 1:</b> A greater common understanding of our school goals.</p> <p><b>Strategy 2:</b> We need to utilize the vast knowledge of our EL coach in the classroom.</p> <p><b>Strategy 3:</b></p> <p><b>Strategy 4:</b></p>		



Connectedness		
<p><b>School Goal 3:</b> Greater presence of Social Emotional Learning (SEL) practices integrated into the classroom and school environment by increasing the number of observable Teacher and Student SEL practices and positive reinforcement engagement. Decrease in percentage of Chronic Absenteeism to reflect less than or equal to 15% students chronically absent.</p>		
Improvement Strategies	Intended Outcomes	Status Check 2 Status
Ensure use of SEL programming, increase on PBIS verbiage school-wide, and increased parent contact for absent students.	Schoolwide learning is consistent through the use of common language for behavior creating an environment where students prioritize positive behavior.	<b>Strong</b>
Decrease in percentage of Chronic Absenteeism through use of SEL curriculum.	Decrease Chronic Absenteeism by 6%.	<b>Strong</b>
Lessons Learned (Now)		
<p><b>Strategy 1:</b> SEL is vibrant and well in some classrooms.</p> <p><b>Strategy 2:</b> Although the Chronic Absenteeism is trending better than years past, it is still well above the district average.</p> <p><b>Strategy 3:</b></p> <p><b>Strategy 4:</b></p>		
Next Steps:		
<p><b>Strategy 1:</b> Re-visit SEL curriculum and to see if it needs change.</p> <p><b>Strategy 2:</b> RE-visit this topic with more strategies to encourage students and parents to come to school on time.</p> <p><b>Strategy 3:</b></p> <p><b>Strategy 4:</b></p>		



**Need:**

**Strategy 1:** Take a look at the district SEL program and see if that is more viable as it may come with further training.

**Strategy 2:** Conversation with colleagues and truancy need to happen to find positive and productive ways for us to bring students to school.

**Strategy 3:**

**Strategy 4:**