

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>School Goal 1: In SY 2022-23 Anderson Elementary School had 19.6 % of students showing proficiency in ELA. In SY 2023-24, Anderson Elementary School will grow in ELA proficiency a minimum of 5% measured by SBAC resulting in nearly 25% of students demonstrating proficiency.</p>			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
<ul style="list-style-type: none"> • PLC process Implementation – Utilizing the Building Learning Facilitator 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. 	Our overall student population will grow in proficiency as measured by SBAC.	Strong	<i>Update after Status Check 2</i>
Use of research-based intervention materials aligned to Tier 1 guaranteed and viable curriculum guides, based on common assessment student performance targeting essential standards learning.	Our students gain a better understanding of the subject matter.	At risk	
Provide instructional coaching twice monthly (sticky note feedback, walkthrough feedback, informal/formal observations).	Leadership feedback will clarify use of intended curriculum.	At risk	



Adult Learning Culture			
<p>School Goal 2: 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. All teachers will engage in the PLC process through the use of the master schedule for collaborative teams.</p>			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
Administrators and Learning Facilitators participation and coaching during grade level PLCs to ensure high-level implementation of PLC process.	Utilizing the PLC process will give teachers a better understanding of what students can do thus informing the educator of appropriate next steps.	<i>Strong</i>	<i>Update after Status Check 2</i>
Professional Learning on common assessment creation, use of i-Ready Assessment system, and development of rubrics for the essential standards.	This will create a better understanding fo the tools necessary to enhance the education of all our students.	Strong	
Administrative instruction to provide support for analyzing data and use of such data for designing effective instructional strategies, examining assessment to measure ALL student progress, and adjusting student supports as needed based on the data.	This will provide just in time supports to our students while creating opportunities to implement said supports.	At risk	

Connectedness			
<p>School Goal 3: Increase student attendance and build family and community partnerships. Student attendance progress will be measured based on a bi-weekly review of chronic absenteeism reports in BIG. In addition, school admin is working directly with the front office team, school counselor, truancy officer and CIS liaison to contact these families through home visits. Teachers communicate with families through Class Dojo. Chronic Absenteeism was 40% for the 2022-23 school year. Our goal for the 2023-24 school year is to reduce chronic absenteeism to 15% or less.</p>			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
Ensure use of restorative practices, increase on PBIS verbiage school-wide, and increased parent contact for	Creating a safe environment for our students will help with attendance.	<i>At Risk</i>	<i>Update after Status Check 2</i>



absent students.			
Counselor lessons in the classroom geared towards positive conduct and attendance.	Teaching students about the benefits in always being at school will help attendance.	At Risk	
Attendance incentives	Incentivizing attendance to increase the number of students present.	At Risk	

Status Check 1

Student Success		
<p>School Goal 1: In SY 2022-23 Anderson Elementary School had 19.6 % of students showing proficiency in ELA. In SY 2023-24, Anderson Elementary School will grow in ELA proficiency a minimum of 5% measured by SBAC resulting in nearly 25% of students demonstrating proficiency.</p>		
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Use of research-based intervention materials aligned to Tier 1 guaranteed and viable curriculum guides, based on common assessment student performance targeting essential standards learning.	Our students gain a better understanding of the subject matter.	At risk



Provide instructional coaching twice monthly (sticky note feedback, walkthrough feedback, informal/formal observations).	Leadership feedback will clarify use of intended curriculum.	At risk
Lessons Learned (Now)		
<p>Strategy 1: Implementation of weekly grade level PLCs effectively created an environment where teachers were tasked in discussions on common assessments created awareness and change in the delivery of lessons to students.</p> <p>Strategy 2: Using exclusively research based, district vetted tier 1 instruction raised the quality of lessons.</p> <p>Strategy 3: The use of instructional coaching with the learning facilitator as well as administrative walkthroughs created awareness around non-negotiable classroom strategies such as posted objectives, learning outcomes, discussion, and use of i-Ready.</p> <p>Strategy 4:</p>		
Next Steps:		
<p>Strategy 1: Continue the PLC process with the new vertical model.</p> <p>Strategy 2: Continue to insist on district vetted curriculum and continue to research best practices on that curriculum.</p> <p>Strategy 3: Continue the coaching model with the Learning facilitation, increase frequency of administrative walk-through.</p> <p>Strategy 4:</p>		
Need:		
<p>Strategy 1: Feedback from teachers on what works and doesn't work with the continued evolution of the PLC process while insisting that it happens with fidelity.</p> <p>Strategy 2: Continue the use of district vetted curriculum and begin the dive into how it aligns specifically to the standards. Aligning interventions that are research based.</p> <p>Strategy 3: Consistent and regular feedback with our walkthrough form and the use thereof to provide quality feedback to our teachers.</p> <p>Strategy 4:</p>		



Adult Learning Culture

School Goal 2: 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. All teachers will engage in the PLC process through the use of the master schedule for collaborative teams.

Improvement Strategies	Intended Outcomes	Status Check 1 Status
Administrators and Learning Facilitators participation and coaching during grade level PLCs to ensure high-level implementation of PLC process.	Utilizing the PLC process will give teachers a better understanding of what students can do thus informing the educator of appropriate next steps.	<i>Strong</i>
Professional Learning on common assessment creation, use of i-Ready Assessment system, and development of rubrics for the essential standards.	This will create a better understanding for the tools necessary to enhance the education of all our students.	Strong
Administrative instruction to provide support for analyzing data and use of such data for designing effective instructional strategies, examining assessment to measure ALL student progress, and adjusting student supports as needed based on the data.	This will provide just in time supports to our students while creating opportunities to implement said supports.	Strong

Lessons Learned (Now)

Strategy 1: The coaching model has helped create a better understanding of how our curriculum works and how its design is intended for implementation with guidance from the pacing guide.

Strategy 2: Professional learning on i-ready and common assessments has created a better awareness for how the tools enhance the education of our students.

Strategy 3: Working with our generated data through common assessments and i-Ready has given us information on next steps for our students' specific needs.



Strategy 4:
Next Steps:
<p>Strategy 1: Continue the coaching model and PLC monitoring to develop necessary conversations centered around student achievement.</p> <p>Strategy 2: Continued professional learning for i-Ready, Classroom culture, and Curriculum will further streamline instruction in a vertical way creating norms that should last a students' time at our school.</p> <p>Strategy 3: Keep working through the data generated by students during formative assessments, common assessments, and i-Ready to inform our practices.</p> <p>Strategy 4:</p>
Need:
<p>Strategy 1: We need to work on a continued group effort to implement new vertical PLC initiatives.</p> <p>Strategy 2: locate and solidify quality PD surrounding our curriculum.</p> <p>Strategy 3: Gather and analyze data to inform our practice.</p> <p>Strategy 4:</p>

Connectedness		
<p>School Goal 3: Increase student attendance and build family and community partnerships. Student attendance progress will be measured based on a bi-weekly review of chronic absenteeism reports in BIG. In addition, school admin is working directly with the front office team, school counselor, truancy officer and CIS liaison to contact these families through home visits. Teachers communicate with families through Class Dojo. Chronic Absenteeism was 40% for the 2022-23 school year. Our goal for the 2023-24 school year is to reduce chronic absenteeism to 15% or less.</p>		
Improvement Strategies	Intended Outcomes	Status Check 1 Status
Ensure use of restorative practices, increase on PBIS verbiage school-wide, and increased parent contact for absent students.	Creating a safe environment for our students will help with attendance.	<i>At Risk</i>



Counselor lessons in the classroom geared towards positive conduct and attendance.	Teaching students about the benefits in always being at school will help attendance.	At Risk
Attendance incentives	Incentivizing attendance increase the number of students present.	At Risk
Lessons Learned (Now)		
<p>Strategy 1: Our release of the new PBIS program was strong, yet the continued reminders and use of verbiage has reduced over time.</p> <p>Strategy 2: Our counselor was unable to address the classrooms regularly, so we changed the schedule.</p> <p>Strategy 3: Implementation of school-wide attendance incentives needs to be re-addressed.</p> <p>Strategy 4: Implementation of PBIS, restorative practices, and lessons from the counselor have improved student behaviors and have created a more conducive learning environment. However, this has not had a direct impact on attendance.</p>		
Next Steps:		
<p>Strategy 1: Continue to teach and implement our new PBIS matrix. Continue working with our attendance officer to support students with chronic absenteeism.</p> <p>Strategy 2: Create a schedule for our counselor to be in classrooms addressing attendance and topics that may affect attendance.</p> <p>Strategy 3: Create and implement more positive incentives for attendance.</p> <p>Strategy 4:</p>		
Need:		
<p>Strategy 1: Continued reminders for the use of the matrix and stamp system at our school. Continued wrap around services to support students that are at risk for chronic absenteeism.</p> <p>Strategy 2: A better vetted curriculum to build connectedness from our counselor’s perspective in the classrooms.</p>		



Strategy 3: Actionable systems to address attendance from a positive lens.

Strategy 4:

Status Check 2

Student Success		
School Goal 1: <i>Copy/paste Goals the school identified in the SPP Roadmap or from the At A Glance table above.</i>		
Improvement Strategies	Intended Outcomes	Status Check 2 Status
<i>Copy/paste Improvement Strategies identified in the SPP Roadmap or from above. Add/delete rows as needed.</i>	<i>Copy/paste intended outcomes the school identified in the SPP Roadmap or from above.</i>	
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:

Adult Learning Culture		
School Goal 2: <i>Copy/paste Goals the school identified in the SPP Roadmap or from the At A Glance table above.</i>		
Improvement Strategies	Intended Outcomes	Status Check 2 Status
<i>Copy/paste Improvement Strategies identified in the SPP Roadmap or from above. Add/delete rows as needed.</i>	<i>Copy/paste intended outcomes the school identified in the SPP Roadmap or from above.</i>	
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: <i>Copy/paste Goals the school identified in the SPP Roadmap or from the At A Glance table above.</i>		
Improvement Strategies	Intended Outcomes	Status Check 2 Status
<i>Copy/paste Improvement Strategies identified in the SPP Roadmap or from above. Add/delete rows as needed.</i>	<i>Copy/paste intended outcomes the school identified in the SPP Roadmap or from above.</i>	
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: