

# 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> Overall math proficiency scores were 39% in 2020 and 44% in 2021-22. For 2022-23, our goal will be that 55% of all students demonstrate proficiency in math on the SBAC. Overall Science proficiency scores were 52% in 2020 and 60% in 2021-22. Our goal for this year is to have 65% of all students in the 8th grade reach proficiency on the Science test. Overall ELA proficiency scores were 59% in 2020 and 63% in 2021-22. Our goal for this year is to have 70% of all students demonstrate proficiency on the ELA SBAC.			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
The zero-period class will be used to provide teachers from core content the opportunity to reteach essential standards to students who are not proficient, and math teachers time to teach pre-requisite skills. This will provide additional time and support to help students to master essential standards and pre-requisite skills. We will use Dreambox to target pre-requisite skills during this period as well.	Increase scores on grade-level assessments following reteach. Increase MAP scores in reading and math for students below grade-level and who have gaps in their pre-requisite skills.	At Risk	At Risk

Adult Learning Culture			
<b>School Goal 2:</b> Within all PLCs, teachers will use a method to analyze student data every ten days or twice per month based on the PLC meeting schedule.			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
Teachers will use the Team Analysis of Common Assessment (TACA) form to help guide them to identify targeted students for reteach and determine which areas that they need to teach to the whole group in greater detail. This form helps to serve as a tool to improve how teachers analyze the data and respond to help students	Using data every ten to fourteen days of instruction to review how students are progressing will provide teachers with evidence of learning and help them identify students who need reteach.	Strong	Strong



to continue to make growth.			

Connectedness			
<b>School Goal 3:</b> In 2020-21, 33% of students attended less than 90% of the time. In 2021-22, 16% of students attended less than 90% of the time. Our School Performance Goal will be to have 10% or less of students attending less than 90% or considered chronically absent.			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
Each zero-period teacher has been provided with their Tier 2 students who were chronically absent in 2021-22. The teachers will call home, issue positive referrals, and provide routine positive praise and STRIKE signatures when these students attend school. The teachers will also refer these students to administration and counseling if they are absent. Lastly, the attendance for all Tier 2 and Tier 3 students will be reviewed at monthly MTSS meetings and quarterly Academic Team MTSS meetings. The zero-period teacher will also provide support to students when they return from an absence and help them to make a plan to collect and complete make-up work.	Students will feel a connection to an adult at school and be reinforced using the positive praise and STRIKE token system.	At Risk	At Risk

## Status Check 1

Student Success
<b>School Goal 1</b> Overall math proficiency scores were 39% in 2020 and 44% in 2021-22. For 2022-23, our goal will be that 55% of all students demonstrate proficiency in math on the SBAC. Overall Science proficiency scores were 52% in 2020 and 60% in 2021-22. Our goal for this year



is to have 65% of all students in the 8th grade reach proficiency on the Science test. Overall ELA proficiency scores were 59% in 2020 and 63% in 2021-22. Our goal for this year is to have 70% of all students demonstrate proficiency on the ELA SBAC. :

Improvement Strategies	Intended Outcomes	Status Check 1 Status
The zero-period class will be used to provide teachers from core content the opportunity to reteach essential standards to students who are not proficient, and math teachers time to teach pre-requisite skills. This will provide additional time and support to help students to master essential standards and pre-requisite skills. We will use Dreambox to target pre-requisite skills during this period as well.	Increase scores on grade-level assessments following reteach. Increase MAP scores in reading and math for students below grade-level and who have gaps in their pre-requisite skills.	At Risk

#### Lessons Learned (Now)

**Strategy 1:** We are learning that many students have not mastered their basic math facts and that is impacting how accurately they are able to calculate when solving grade-level math problems. Currently the 7<sup>th</sup> grade math data is showing that students have not retained their pre-requisite skills and are not on pace to achieve 55% on the SBAC.

**Strategy 2:**

**Strategy 3:**

**Strategy 4:**

#### Next Steps:

**Strategy 1:** Teachers reviewed data in January to determine what pre-requisite skills they could focus on at each grade level and when to focus on those skills.

**Strategy 2:**

**Strategy 3:**



Strategy 4:
Need:
Strategy 1: Students need differentiated math homework for the 6 <sup>th</sup> grade to improve on basic math facts. In grades 7 and 8, the math teachers will integrate skill reviews into their warmups, and they are checking computation on their weekly quick checks to track progress.
Strategy 2:
Strategy 3:
Strategy 4:

Adult Learning Culture		
School Goal 2: Within all PLCs, teachers will use a method to analyze student data every ten days or twice per month based on the PLC meeting schedule.		
Improvement Strategies	Intended Outcomes	Status Check 1 Status
Teachers will use the Team Analysis of Common Assessment (TACA) form to help guide them to identify targeted students for reteach and determine which areas that they need to teach to the whole group in greater detail. This form helps to serve as a tool to improve how teachers analyze the data and respond to help students to continue to make growth.	Using data every ten to fourteen days of instruction to review how students are progressing will provide teachers with evidence of learning and help them identify students who need reteach.	Strong
Lessons Learned (Now)		
Strategy 1: The core content PLCs for math, science, ELA, and social studies the review of data is happening every two weeks. The PLCs that do not have more than one teacher in the given content area are reviewing their performance-based data monthly. The review of data		



every two weeks provides the teachers with the students who need a reteaching opportunity and has provided them with time to work with students to diagnose where they are struggling.

Strategy 2:

Strategy 3:

Strategy 4:

#### Next Steps:

Strategy 1: The teachers will use triangulated data to identify the students who need additional support through Tier 2 or Tier 3 using MAP scores, common assessments, and SBAC data. Teachers need to continue to review data and respond to student needs.

Strategy 2:

Strategy 3:

Strategy 4:

#### Need:

Strategy 1: Teachers will collect, and review data related to their adjustments with differentiated homework for 6<sup>th</sup> grade to determine if this intervention is effective. The 7<sup>th</sup> and 8<sup>th</sup> grade math teachers will use data from weekly quick checks to monitor computation progress and growth on grade-level concepts.

Strategy 2:

Strategy 3:

Strategy 4:

#### Connectedness

**School Goal 3:** In 2020-21, 33% of students attended less than 90% of the time. In 2021-22, 16% of students attended less than 90% of the time. Our School Performance Goal will be to have 10% or less of students attending less than 90% or considered chronically absent.



Improvement Strategies	Intended Outcomes	Status Check 1 Status
Each zero-period teacher has been provided with their Tier 2 students who were chronically absent in 2021-22. The teachers will call home, issue positive referrals, and provide routine positive praise and STRIKE signatures when these students attend school. The teachers will also refer these students to administration and counseling if they are absent. Lastly, the attendance for all Tier 2 and Tier 3 students will be reviewed at monthly MTSS meetings and quarterly Academic Team MTSS meetings. The zero-period teacher will also provide support to students when they return from an absence and help them to make a plan to collect and complete make-up work.	Students will feel a connection to an adult at school and be reinforced using the positive praise and STRIKE token system.	At Risk
Lessons Learned (Now)		
<b>Strategy 1:</b>  <b>Strategy 2:</b>  <b>Strategy 3:</b>  <b>Strategy 4:</b>		
Next Steps:		
<b>Strategy 1:</b>  <b>Strategy 2:</b>  <b>Strategy 3:</b>		



<b>Strategy 4:</b>
<b>Need:</b>
<b>Strategy 1:</b>
<b>Strategy 2:</b>
<b>Strategy 3:</b>
<b>Strategy 4:</b>

## Status Check 2

Student Success		
<b>School Goal 1:</b> Overall math proficiency scores were 39% in 2020 and 44% in 2021-22. For 2022-23, our goal will be that 55% of all students demonstrate proficiency in math on the SBAC. Overall Science proficiency scores were 52% in 2020 and 60% in 2021-22. Our goal for this year is to have 65% of all students in the 8th grade reach proficiency on the Science test. Overall ELA proficiency scores were 59% in 2020 and 63% in 2021-22. Our goal for this year is to have 70% of all students demonstrate proficiency on the ELA SBAC.		
Improvement Strategies	Intended Outcomes	Status Check 2 Status
The zero-period class will be used to provide teachers from core content the opportunity to reteach essential standards to students who are not proficient, and math teachers time to teach pre-requisite skills. This will provide additional time and support to help students to master essential standards and pre-requisite skills. We will use Dreambox to target pre-requisite skills during this period as well.	Increase scores on grade-level assessments following reteach. Increase MAP scores in reading and math for students below grade-level and who have gaps in their pre-requisite skills.	At Risk
Lessons Learned (Now)		





**Strategy 1 :** After reviewing second semester math data from classroom common assessments and Washoe County School District common assessments, we have found that we are on pace with the standards for this portion of the pacing guide to reach 55% proficiency rating. We were unable to administer the MAP test to compare scores to the Winter test due to the testing window during SBAC testing. Based on teacher's differentiated homework, students have shown an increase in their basic math computation skills.

**Strategy 2:**

**Strategy 3:**

**Strategy 4:**

#### **Next Steps:**

**Strategy 1:** Math teachers will need to continue to plan for an increase in student engagement strategies through professional development during early release Wednesday PLC and Staff trainings. The use of these strategies will be tracked using walk-through observation data. Teachers will continue to implement differentiated homework and track progress using Iready starting in 2023-24.

**Strategy 2:**

**Strategy 3:**

**Strategy 4:**

#### **Need:**

**Strategy 1:** With a change to the master schedule, teachers are currently planning to identify students for Academic Success to provide additional instruction and academic supports to students who are not proficient. The teachers and administration are using current attendance data, common assessment scores, student grades, and standardized assessment data to identify students and interventions to support students in this course for next year.

**Strategy 2:**



**Strategy 3:**

**Strategy 4:**

### Adult Learning Culture

**School Goal 2:** Within all PLCs, teachers will use a method to analyze student data every ten days or twice per month based on the PLC schedule.

Improvement Strategies	Intended Outcomes	Status Check 2 Status
Teachers will use the Team Analysis of Common Assessment (TACA) form to help guide them to identify targeted students for reteach and determine which areas that they need to teach to the whole group in greater detail. This form helps to serve as a tool to improve how teachers analyze the data and respond to help students to continue to make growth.	Using data every ten to fourteen days of instruction to review how students are progressing will provide teachers with evidence of learning and help them identify students who need reteach.	Strong

### Lessons Learned (Now)

**Strategy 1:** Teachers in core content areas have been able to meet to review data twice per month. They have learned that looking at the data and determining who has not demonstrated proficiency has helped them to plan for reteach. The Science PLC has looked at formative assessment data more frequently than other PLCs and they have seen an increase in students reaching proficiency following their instructional adjustments and interventions in a shorter timeframe.

**Strategy 2:**

**Strategy 3:**

**Strategy 4:**



Next Steps:	
<p><b>Strategy 1:</b> The use of a data analysis tool will need to be shared with the administration using Teams or another location where there is shared access. The data should also include raw data from a common formative assessment so that PLCs can track data and review how students are responding to their adjustments. The Science PLC provides more opportunities for student responses and formative assessments that can be used to inform instruction and make adjustments before a common assessment is given. The Science PLC will be modeling how they use their PLC time to plan for these opportunities and a schedule for peer observations will be established.</p> <p><b>Strategy 2:</b></p> <p><b>Strategy 3:</b></p> <p><b>Strategy 4:</b></p>	
Need:	
<p><b>Strategy 1:</b> There is a need for more planning time during the early release Wednesdays. The schedule will need to be adjusted based on the district plan for those Wednesdays for next year. There will need to be three PLC planning sessions per month to reach this goal.</p> <p><b>Strategy 2:</b></p> <p><b>Strategy 3:</b></p> <p><b>Strategy 4:</b></p>	

Connectedness		
<p><b>School Goal 3:</b> In 2020-21, 33% of students attended less than 90% of the time. In 2021-22, 16% of students attended less than 90% of the time. Our School Performance Goal will be to have 10% or less of students attending less than 90% or considered chronically absent.</p>		
Improvement Strategies	Intended Outcomes	Status Check 2 Status
Each zero-period teacher has been provided with their Tier 2 students who were chronically absent in 2021-22. The teachers will call home, issue positive referrals, and provide routine positive praise and STRIKE signatures when these students attend school. The teachers will also refer these	Students will feel a connection to an adult at school and be reinforced using the positive praise and STRIKE token system.	At Risk



students to administration and counseling if they are absent. Lastly, the attendance for all Tier 2 and Tier 3 students will be reviewed at monthly MTSS meetings and quarterly Academic Team MTSS meetings. The zero-period teacher will also provide support to students when they return from an absence and help them to make a plan to collect and complete make-up work.		
<b>Lessons Learned (Now)</b>		
<b>Strategy 1: We have learned that students who are chronically absent are not motivated by adult reinforcement alone. We have also learned that many students are between homes and are living in temporary locations. We have learned the approximately 50% of our students who are chronically absent are within our walk-zone. We have learned that conducting a staffing meeting with the student and truancy officer has shown an improvement in attendance for several students.</b>		
<b>Strategy 2:</b>		
<b>Strategy 3:</b>		
<b>Strategy 4:</b>		
<b>Next:</b>		
<b>Strategy 1: Students who are chronically absent will be notified using attendance letters routinely. Students will be staffed with a team of teachers, administrators, counselor and truancy officer where a plan will be developed and parents will be present and sign the plan.</b>		
<b>Strategy 2:</b>		
<b>Strategy 3:</b>		
<b>Strategy 4:</b>		
<b>Need:</b>		



**Strategy 1:** The administration and counseling department need to work with the MTSS, Truancy, and other departments to identify more resources for students facing the issues identified during these staffing meetings.

**Strategy 2:**

**Strategy 3:**

**Strategy 4:**