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 if 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 <mark>Strong</mark>, <mark>At Risk</mark>, or <mark>Needs Immediate Attention</mark> to the Status Check # Status column determined by the Status Check's activities on the following pages.

Student Success			
School Goal 1: 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	*Update after Status Check 2*

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**	**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	*Update after Status Check 2*

to continue to make growth.			

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**	**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	*Update after Status Check 2*

Status Check 1

Student Success
School Goal 1: 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 7th 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 6th 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 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 6th grade to determine if this intervention is effective. The 7th and 8th 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)

Strategy 1: We currently have 17% of students who are on the chronically or severely chronically absenteeism report. We have made gains with some students but not others. We typically see improved attendance after speaking to the student and their family. However, this often deteriorates after a period of time.

Strategy 2:

Strategy 3:

Strategy 4:

Next Steps:

Strategy 1: We will meet with students as a team, including our attendance officer, and work with them to set attendance goals and identify a few people to hold them accountable. We will share this plan with the student's family and check back in regularly. We will begin sending attendance letters regularly and making more home visits as needed. We will also use the SARB process as needed.

Strategy 2:
Strategy 3:
Strategy 4:

Need:
Strategy 1: We need to create a schedule for meeting with these students, and we need to divvy up groups of students for counselors and admin to keep track of. We also need teachers to continue to goal set with students approaching chronic absenteeism.
Strategy 2:
Strategy 3:
Strategy 4:

Status Check 2

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

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: *Copy/paste Goals the school identified in the SPP Roadmap or from the At A Glance table above.*		
Improvement Strategies	**Intended Outcomes**	**Status Check 2 Status**
Copy/paste Improvement Strategies identified in the SPP Roadmap or from above. Add/delete rows as needed.	*Copy/paste intended outcomes the school identified in the SPP Roadmap or from above.*	

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: