

# 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> Student adequate growth percentile will increase by 10% in reading and math as indicated on SBAC.			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
Improved Tier 1 instructional strategies by using ELlevation and GLAD strategies to improve language and vocabulary development.	Increase in language and vocabulary development leading to an increase in academic achievement.	<b>Strong</b>	<b>Strong</b>

Adult Learning Culture			
<b>School Goal 2:</b> A decrease in the amount of students in the MTSS process in Math Tier 2 from the beginning of year baseline by 10% as measured by MTSS data.			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
Focus on targeted MTSS process in math.	Consistent intervention opportunities, specifically in math, which support student growth.	<b>Strong</b>	<b>Strong</b>

Connectedness			
<b>School Goal 3:</b> Chronic absenteeism will remain under 10% as measured by absenteeism reports.			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
Positive Behavior Intervention Support process focused on all aspects of the student to encourage students to	A decrease in chronic absenteeism.	<b>Strong</b>	<b>Strong</b>



attend school.			
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## Status Check 1

Student Success		
<b>School Goal 1:</b> Student adequate growth percentile will increase by 10% in reading and math as indicated on SBAC.		
Improvement Strategies	Intended Outcomes	Status Check 1 Status
Improved Tier 1 instructional strategies by using ELlevation and GLAD strategies to improve language and vocabulary development.	Increase in language and vocabulary development leading to an increase in academic achievement.	<b>Strong</b>
Lessons Learned (Now)		
<p><b>Strategy 1:</b> Designated time for i-Ready lesson completion with students.</p> <p><b>Strategy 2:</b> How to consistently incorporate GLAD, ELLevations, and Vertical Spaces into instruction.</p> <p><b>Strategy 3:</b> Learning strategist schedule to support teachers</p>		
Next Steps:		
<p><b>Strategy 1:</b> Review of data to ensure students are showing an increase in language development in MAP and i-Ready</p> <p><b>Strategy 2:</b> Use of EL teacher to work with teachers on ideas on how to support language within the classroom.</p> <p><b>Strategy 3:</b> Walkthroughs with a focus on language development strategies.</p>		
Need:		
<p><b>Strategy 1:</b> Cognitive content dictionary for vocabulary development</p> <p><b>Strategy 2:</b> PD on i-Ready and looking at growth</p>		



**Adult Learning Culture**

**School Goal 2:** A decrease in the amount of students in the MTSS process in Math Tier 2 from the beginning of year baseline by 10% as measured by MTSS data.

Improvement Strategies	Intended Outcomes	Status Check 1 Status
Focus on targeted MTSS process in math.	Consistent intervention opportunities, specifically in math, which support student growth.	<b>Strong</b>

**Lessons Learned (Now)**

**Strategy 1:** Gathering data ahead of time to get as much information ahead of time as possible so meetings can be concise.

**Strategy 2:** Consistent math intervention with i-Ready and math intervention teacher

**Strategy 3:** Focused intervention in bucket areas

**Next Steps:**

**Strategy 1:** Asking teachers to provide data prior to MTSS meeting to gather additional i-Ready data

**Strategy 2:** Consistent data collection to see if students need to be moved to a different bucket.

**Strategy 3:** Continue to look at all factors that affect performance.

**Need:**

**Strategy 1:** Continued consistent math intervention.

**Strategy 2:** PD on i-Ready growth data.



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Connectedness		
<b>School Goal 3:</b> Chronic absenteeism will remain under 10% as measured by absenteeism reports.		
Improvement Strategies	Intended Outcomes	Status Check 1 Status
Positive Behavior Intervention Support process focused on all aspects of the student to encourage students to attend school.	A decrease in chronic absenteeism.	Strong
Lessons Learned (Now)		
<p><b>Strategy 1:</b> Incentives help support attendance – raffle, monitors</p> <p><b>Strategy 2:</b> Communication with families so they are aware of the amount of time their child has been absent.</p> <p><b>Strategy 3:</b> Seems to be more students taking extended vacations which are greatly affecting chronic absenteeism.</p>		
Next Steps:		
<p><b>Strategy 1:</b> Continued communication with truancy.</p> <p><b>Strategy 2:</b> Consistently pulling reports all students reaching chronic absenteeism are identified.</p> <p><b>Strategy 3:</b> Adding more incentives for attendance.</p>		
Need:		
<p><b>Strategy 1:</b> Ideas for what motivates students who do not want to come to school.</p> <p><b>Strategy 2:</b> Parent preferences for communication.</p>		



## Status Check 2

Student Success		
<b>School Goal 1:</b> Student adequate growth percentile will increase by 10% in reading and math as indicated on SBAC.		
Improvement Strategies	Intended Outcomes	Status Check 2 Status
Improved Tier 1 instructional strategies by using ELlevation and GLAD strategies to improve language and vocabulary development.	Increase in language and vocabulary development leading to an increase in academic achievement.	Strong
Lessons Learned (Now)		
<p><b>Strategy 1:</b> Looking not only at i-Ready time on task but lesson completion with students. Consistent implementation with Lexia for students who are new to country.</p> <p><b>Strategy 2:</b> Adding more components of Building a Learning Classroom.</p> <p><b>Strategy 3:</b> Will need grade levels to continue to support themselves within PLCs for incorporating strategies within lessons.</p>		
Next Steps:		



**Strategy 1:** Review of data to ensure students are showing an increase in language development in third trimester MAP and i-Ready Diagnostic.

**Strategy 2:** Meeting with all teachers to reflect upon implementation of language strategies used within the classroom.

**Strategy 3:** Data chat with a focus on language development strategies and yearly implementation.

**Need:**

**Strategy 1:** Time for data chats for each grade level.

**Strategy 2:** Time during the end of the year for looking at planning and implementation for the next year.

**Adult Learning Culture**

**School Goal 2:** A decrease in the amount of students in the MTSS process in Math Tier 2 from the beginning of year baseline by 10% as measured by MTSS data.

Improvement Strategies	Intended Outcomes	Status Check 2 Status
Focus on targeted MTSS process in math.	Consistent intervention opportunities, specifically in math, which support student growth.	<b>Strong</b>

**Lessons Learned (Now)**

**Strategy 1:** MTSS sheets handed in ahead of time make for much more efficient meetings. Able to look at i-Ready math growth data for progress monitoring.

**Strategy 2:** Students benefit from consistent support from intervention sub.

**Strategy 3:** Bucket areas continue to be addressed.

**Next Steps:**

**Strategy 1:** More frequent use of Flight Fluency for computation skills.



<p><b>Strategy 2: Monitoring growth from i-Ready data and see if growth monitoring is supporting accurate data in bucket areas.</b></p> <p><b>Strategy 3: More time allotted in 4<sup>th</sup> and 5<sup>th</sup> grade next year for intervention time.</b></p>
<b>Need:</b>
<p><b>Strategy 1: Continued consistent math intervention.</b></p> <p><b>Strategy 2: Focused progress monitoring data.</b></p>

Connectedness		
<p><b>School Goal 3:</b> Chronic absenteeism will remain under 10% as measured by absenteeism reports.</p>		
Improvement Strategies	Intended Outcomes	Status Check 2 Status
<p>Positive Behavior Intervention Support process focused on all aspects of the student to encourage students to attend school.</p>	<p>A decrease in chronic absenteeism.</p>	<p><b>Strong</b></p>
Lessons Learned (Now)		
<p><b>Strategy 1: Incentives help support attendance but families understanding impacts of education have a bigger effect.</b></p> <p><b>Strategy 2: Communication with families is impactful when they are aware of the amount of time their child has been absent and the amount of instruction missed.</b></p> <p><b>Strategy 3: Still a struggle to help all families understand the importance of attendance at all grade levels</b></p>		
Next Steps:		
<p><b>Strategy 1: Continued communication with truancy and families.</b></p> <p><b>Strategy 2: Continued monitoring and attendance letters sent to families.</b></p>		



**Strategy 3: Continued discussions with students about the importance of attendance.**

**Need:**

**Strategy 1: More support from truancy officers and their communication with families.**

**Strategy 2: Discussion with teachers to reach out to families sooner for attendance.**