**Purpose:** Status checks provide space for the CI Team to monitor and reflect on the implementation and the impact of the improvement strategies they identified, as well as progress towards goals they set in their SPP.

**Directions:** As a team, review progress monitoring data for each of your goals and complete the reflection exercise on the following page. You can add tables for additional goals as needed. You should conduct a minimum of 2-3 status checks during the year to help ensure you are making progress toward your goals.

**Considerations:**

* **Consider saving Status Check documents** for future reference. Team reflections during status checks are a significant part of the continuous improvement process. Keeping track of these reflections will help your school see progress on goals and strategies over the years in the same document.
* **Use the data available at the time of status checks to drive your discussions.** Your team identified formative and summative measures to use for monitoring progress on goals and strategies.
* Keep in mind that **data will tell us WHAT is happening, but it will never tell us WHY**. We need discussions with people to fill in those gaps and deepen our understanding of why we are where we are in our progress towards our goals. The discussions are critical for teasing out what is driving the findings and data trends we are seeing.

# Status Check Reflection Sheet

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| **Student Success - School Goal #1- 5-8-23** | **Are We Making Progress Toward Our Goal?**  *Yes or No* |
| *By May 2023, students will increase proficiency from beginning of year baseline data in reading essential standards as measured by Benchmark Advance end of Unit Assessments. By May 2023, students will increase proficiency from beginning of year baseline data in math essential standards as measured by Bridges and enVision common assessments.* | Yes |
| **Progress**  *What does our progress monitoring data reveal about our progress toward our goal?* | |
| Students have shown growth on SchoolCity ELA and Math assessments based on the following results –  2nd grade – ELA #1 - 72.4% proficient, ELA #6 – 73.9% proficient, Math CMA #1 – 71.2% proficient, Math CMA #3 – 65.1% proficient  3rd grade - ELA #1 – 16.1% proficient, ELA #5 – 66.7% proficient, Math CMA #1 – 63.1% proficient, Math CMA #3 –59.9% proficient  4th grade - ELA #1 - 50.8% proficient, ELA #6 – 62.7% proficient, Math CMA #1 – 66.2% proficient, Math CMA #3– 71.6% proficient  5th grade - ELA #1 - 49.5% proficient, ELA #6 – 46.6% proficient, Math CMA #1 – 51.6% proficient, Math CMA #3 – 62.2% proficient | |
| **Lessons Learned**  *What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in performance are we noticing?* | **Are Our Strategies On Track?**  *On Track, At-Risk, Needs Immediate Attention* |
| **Improvement Strategy 1:** Intervention Teacher  **Learning:** School City assessments have shown improvement but have still not captured the knowledge that students are showing in class through the Solve and Share activities and formative assessments. MAP Spring data shows that students in grades 2nd-5th have made significant percentile growth. MAP growth percentile in Reading shows 2nd grade – 63%, 3rd grade – 53%, 4th grade 31%, and 5th grade - 57%. MAP growth percentile in math shows 2nd grade – 51%, 3rd grade – 67%, 4th grade – 50%, and 5th grade – 40%.  **Challenges:** Students continue to struggle with answering multi step questions in both reading and math. Teachers have taught strategies to students to help them focus on each part of the question, but not all students are using these strategies consistently. Students have also show test fatigue during the last portion of the year with SBAC, MAP, and SchoolCity. | **On track** |
| **Next Steps**  *What specific actions do we need to take to address the challenges and performance gaps we’ve identified? By when? By whom?* | |
| Teachers will continue to focus on working with students on paying attention to detail on questions asked. Students will work in groups and work through problems together, focusing on each part of the questions. Students will continue to engage in conversations to work through their thinking. These conversations will continue to take place at each grade level. Teachers will also focus on stamina for the following school year. | |
| **Needs**  *What do we need to be successful in taking action?* | |
| Teachers will need time to go into depth on questions and teach strategies to help students dissect questions being asked. Teachers will need to target specific questions and add them into weekly lesson plans. Teachers will need to incorporate activities within lessons to build stamina. | |
| |  |  | | --- | --- | | **Adult Learning Culture - School Goal #2 – 5-8-23** | **Are We Making Progress Toward Our Goal?**  *Yes or No* | | By May 2023, show a decrease in the amount of students in the MTSS process in Tier 2 from the beginning of year baseline by 10% as measured by MTSS data. | Yes | | **Progress**  *What does our progress monitoring data reveal about our progress toward our goal?* | | | At the beginning of the year, there were 82 Tier 2 spots (students who are Tier 2 in math and reading are counted twice). In February there were 70 Tier 2 spots, which is a decrease of 15%. In May there are 63 Tier 2 spots, which is a decrease of 10% from February and a decrease of 23% from the beginning of the year. | | | **Lessons Learned**  *What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in performance are we noticing?* | **Are Our Strategies On Track?**  *On Track, At-Risk, Needs Immediate Attention* | | **Improvement Strategy 1:** Focus on essential standards, more targeted. Intervention teacher.  **Learning:** The MTSS team is continuing to refine our intervention process and targeting specific needs. The Intervention teacher has helped to make improvements in allowing more time for students to be seen in small groups and focus on selected skills.  **Challenges**: Challenges are trying to find consistent math intervention. Our math intervention sub has been inconsistent and has changed throughout the year. Students are not as engaged when completing Dreambox lessons. | **On Track** | | **Next Steps**  *What specific actions do we need to take to address the challenges and performance gaps we’ve identified? By when? By whom?* | | | We will continue to have discussions with teachers to ensure that all students receive uninterrupted intervention time. We are looking forward to the implementation of i-Ready to support students during intervention blocks. | | | **Needs**  *What do we need to be successful in taking action?* | | | Training in i-Ready to support students in both reading and math intervention. Consistency with a math intervention sub. | | | |
| |  |  | | --- | --- | | **Connectedness - School Goal #3 – 5-8-23** | **Are We Making Progress Toward Our Goal?**  *Yes or No* | | By May 2023, chronic absenteeism will decrease from the beginning of year baseline by 10% as measured by absenteeism reports. | Yes | | **Progress**  *What does our progress monitoring data reveal about our progress toward our goal?* | | | By the end of March, chronic absenteeism is 6.58%. This is 7.6% lower than last year at the same time in March of 2022. Chronic absenteeism in June of 2022 was 13.35%. Currently we are 6.77% lower than the end of year percentage. | | | **Lessons Learned**  *What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in performance are we noticing?* | **Are Our Strategies On Track?**  *On Track, At-Risk, Needs Immediate Attention* | | **Improvement Strategy 1:** Intervention teacher and classroom teachers focusing on essential standards, ideas on families on how to help students at home.  **Learning:** We have continued to be successful in creating a smoother system of communication with parents addressing attendance concerns. We have continued to work closely with truancy to support students and families.  **Challenges:** Some families are still not understanding the impact of absences on their child’s education. Parents continue to keep students home for reasons that no longer warrant exclusions, such as coughs and headaches. | **On Track** | | **Next Steps**  *What specific actions do we need to take to address the challenges and performance gaps we’ve identified? By when? By whom?* | | | We will continue to support families with understanding the importance of getting students to school and academic effects caused by absences. Teachers and administration are continuing to show families the academic impact through MAP scores and the success they have when they are here consistently. | | | **Needs**  *What do we need to be successful in taking action?* | | | The focus will be consistency with communication and continuing to build trusting relationships with parents. | |  |  |  | | --- | --- | | **AB 219 CAP- School Goal #4 – 5-8-23** | **Are We Making Progress Toward Our Goal?**  *Yes or No* | | 60% of ELs who have a Level 3 or 4 Composite Score on ACCESS will grow by .5 overall proficiency points. | Yes | | **Progress**  *What does our progress monitoring data reveal about our progress toward our goal?* | | | According to Spring ELA MAP data, the following EL students in stated grade levels made percentile growth from winter testing - Kinder – 31%, 1st grade 50%, 2nd grade 71%, and in 3rd grade 73%, 4th grade 40%, and 5th grade 70%. Preliminary result on ACCESS testing have shown growth as well. | | | **Lessons Learned**  *What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in performance are we noticing?* | **Are Our Strategies On Track?**  *On Track, At-Risk, Needs Immediate Attention* | | **Improvement Strategy 1:** Implementation of language acquisition strategies through ELLevation (or GLAD).  **Learning:** Teachers incorporating GLAD/ELLevation strategies in all content areas along with answering questions in complete answers have contributed to improvement in ELA growth.  **Challenges**: Participation in discussion with our newer students who are learning English. Students tend to not participate as fully in discussions in whole class and small groups. | **On Track** | | **Next Steps**  *What specific actions do we need to take to address the challenges and performance gaps we’ve identified? By when? By whom?* | | | All teachers are incorporating GLAD and ELLevation strategies into lesson plans. This will be apparent in all weekly lesson plans. Admin will continue to conduct ELL strategy walkthroughs and provide feedback to teachers. Students that are reluctant with participating will be paired with bilingual students to support language development. Students will also have the option of using translation technology to help them feel more comfortable and confident. | | | **Needs**  *What do we need to be successful in taking action?* | | | Staff will continue to have consistent conversations on how to ensure students are understanding content with visual and discussion strategies. The district EL department representatives have come out to complete ELLevation trainings and will continue to support admin with walkthrough look fors. | | | |