

CIP Status Check Handout



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

Student Success - School Goal #1- 2-2-23	Are We Making Progress Toward Our Goal? Yes or No
<p><i>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.</i></p> <p><i>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.</i></p>	Yes
<p align="center">Progress</p> <p align="center"><i>What does our progress monitoring data reveal about our progress toward our goal?</i></p>	
<p>Students have shown growth on SchoolCity ELA and Math assessments based on the following results –</p> <p>2nd grade – ELA #1 – 72.4% proficient, ELA #5 – 75.9% proficient, Math CMA #1 – 71.2% proficient, Math CMA #2 – 64.2% proficient</p> <p>3rd grade - ELA #1 – 16.1% proficient, ELA #5 – 66.7% proficient, Math CMA #1 – 63.1% proficient, Math CMA #2 – 56.3% proficient</p> <p>4th grade - ELA #1 - 50.8% proficient, ELA #4 – 56.2% proficient, Math CMA #1 – 66.2% proficient, Math CMA #2 – 67.1% proficient</p> <p>5th grade - ELA #1 - 49.5% proficient, ELA #5 – 40.5% proficient, Math CMA #1 – 51.6% proficient, Math CMA #2 – 54.4% proficient</p>	
<p align="center">Lessons Learned</p> <p><i>What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in performance are we noticing?</i></p>	<p align="center">Are Our Strategies On Track?</p> <p><i>On Track, At-Risk, Needs Immediate Attention</i></p>
<p>Improvement Strategy 1: Intervention Teacher</p> <p>Learning: Students are not showing on assessments as much as they truly know and show in the classroom. The math common assessments are not showing the actual growth from assessment to assessment since each assessments focuses on different standards. ELA assessments test the same standards throughout the year which gives a better idea of how students are improving.</p> <p>Challenges: Students have struggles with answering multi step questions in both reading and math. They have a tendency to answer the first part of the problem and not the second part.</p>	On track
<p align="center">Next Steps</p> <p align="center"><i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i></p>	
<p>Teachers will focus on working with students on paying attention to detail on questions asked. When reviewing assignments, students will work together to</p>	



discuss if all parts of the question were answered. These conversations will begin now at each grade level.

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.

Adult Learning Culture - School Goal #2 – 2-2-23

**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). Currently there are now 70 Tier 2 spots which is a decrease of 15%.

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 still trying to find intervention slots within 4th and 5th grade that work with departmentalization. Math intervention has also been a challenge.

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?

At the end of January we have hired a math intervention long term substitute to address Tier 2 and 3 students in all grade levels.

We will continue to have discussions with teachers to ensure that all students receive uninterrupted intervention time.



Needs
<i>What do we need to be successful in taking action?</i>
A consistent time in all grade levels in which new content is not being taught and students can focus on intervention and enrichment.



Connectedness - School Goal #3 – 2-2-23		Are We Making Progress Toward Our Goal? <i>Yes or No</i>
By May 2023, chronic absenteeism will decrease from the beginning of year baseline by 10% as measured by absenteeism reports.		Yes
Progress <i>What does our progress monitoring data reveal about our progress toward our goal?</i>		
As of the end of December 2022, chronic absenteeism was 6.6%. This is 9.2% lower than last year at the same time in December 2021.		
Lessons Learned <i>What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in performance are we noticing?</i>		Are Our Strategies On Track? <i>On Track, At-Risk, Needs Immediate Attention</i>
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 been successful in creating a smoother system of communication with parents addressing attendance concerns. We have also been working closely with truancy to support students and families. Challenges: All parents still do not understand excused vs. unexcused absences. We are working hard to communicate on how bringing in doctors notes will excuse absences.		On Track
Next Steps <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i>		
We will continue to support with families understanding the importance of getting students to school and academic effects caused by absences. This will be completed by May 2023 with dean and counselor as leads.		
Needs <i>What do we need to be successful in taking action?</i>		
The focus will be consistency with communication and continuing to build trusting relationships with parents.		



AB 219 CAP- School Goal #4 – 2-2-23		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 point		Yes
Progress <i>What does our progress monitoring data reveal about our progress toward our goal?</i>		
According to ELA MAP data, the following EL student in stated grade levels made percentile growth from fall testing - 1 st grade 50%, 2 nd grade 43%, and in 3 rd grade 55%.		
Lessons Learned <i>What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in performance are we noticing?</i>		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 are focusing on different opportunities to incorporate GLAD strategies in all content areas. Challenges: Working with EL students on speaking tests and getting comfortable with speaking into microphones.		On Track
Next Steps <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i>		
Students will take MAP Fluency assessments which helps with speaking practice into microphones. This will be continuous and take place in the computer lab. All teachers are incorporating GLAD and ELlevation strategies into lesson plans. This will be apparent in all weekly lesson plans.		
Needs <i>What do we need to be successful in taking action?</i>		
We will continue to have consistent conversations on how to ensure students are understanding content with visual and discussion strategies.		