

# 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: By June 2024, Hidden Valley ES will increase overall student performance in ELA and Math by 5 percentage points by the administration of the 2023-2024 SBAC test. ELA to increase to 58% and Math will increase to 51%.</b>			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
<b>I-Ready- Studnets in grades K-5 will take iReady Diagnostic Assessment in the Fall, Winter, and Spring. I-Ready will create a personal learning path invidualized for each students. Teachers will monitor progress and growth through the PLC process.</b>	<ul style="list-style-type: none"><li>• <i>Students complete Diagnostic Assessment in Fall, Winer and Spring.</i></li><li>• <i>Students complete 30-50 minutes per week/subject on personal learning path in iReady .</i></li><li>• <i>Grade level PLC's weekly to review common assessments and learning path growth and reporting</i></li><li>• <i>Administration will meet with each grade level after each i-Ready diagnostic to review iReady reports and review learning paths for students.</i></li><li>• <i>Identify specific students needing support and appropriate intervention.</i></li></ul>	<i>Strong</i>	<i>Update after Status Check 2</i>

Adult Learning Culture			
<b>School Goal 2: By Spring MAPS, grades K-3 will increase the percentage of students achieving 61st percentile and above by 10%. By May, each grade level will reduce the number of students who require targeted interventions through Read By Grade 3 (40th percentile and below) by 10%.</b>			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status



Administration and ELD Facilitator will conduct coaching cycles with teachers, modeling, and co teaching opportunities to support rigorous Tier 1 Instruction. English Language Development Site Facilitator provides monthly professional learning during monthly staff meeting. The Ellevation strategies focus on engagement and differentiation for all learners. Strategies used in all classrooms across all content areas throughout the month. Coaching cycles with teachers, modeling, and co teaching opportunities.	<ul style="list-style-type: none"><li>• Teachers receive instructions on how to use the Ellevation Website.</li><li>• The English Language Development Site Facilitator (ELD) will present one strategy a month at the staff meeting.</li><li>• The ELD Site Facilitator will work with teachers on the implementation and differentiation of strategies during Tier 1 instruction.</li><li>• The ELD Site Facilitator will provide support through one of the following strategies: coaching cycles, modeling strategies or co-teaching opportunities</li><li>• Teachers meet to determine how admin and ELD Facilitator can best support their work through one of the following strategies in addition to the coaching: modeling engagement strategies, differentiation planning and modeling, co – teaching opportunities.</li></ul>	At risk	Update after Status Check 2
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Connectedness			
<b>School Goal 3:</b> By June 2024, chronic absenteeism rate will be reduced by 5%, From 22% to 17%. (Our chronic absenteeism percentage prior to COVID.)			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
Counselor and teacher will create incentive plans for individual students who are chronically absent. Counselor will provide outreach to parents by phone and attendance letters, when needed. Teachers and counselor will provide incentives for student attendance. Counselor will provide resources to families to support	<ul style="list-style-type: none"><li>• Counselor and secretary will run weekly attendance reports.</li><li>• Counselor and secretary communicates with the office staff for attendance letters to be mailed.</li><li>• Weekly meeting/communication</li></ul>	Strong	Update after Status Check 2



increasing student attendance.	<i>between counselor and principal to analyze attendance reports.</i> <ul style="list-style-type: none"><li>• <i>Determine next steps for positive and other actions needed for student absenteeism.</i></li></ul>		

## Status Check 1

Student Success		
School Goal 1: School Goal 1: By June 2024, Hidden Valley ES will increase overall student performance in ELA and Math by 5 percentage points by the administration of the 2023-2024 SBAC test. ELA to increase to 58% and Math will increase to 51%.		
Improvement Strategies	Intended Outcomes	Status Check 1 Status
I-Ready- Studnets in grades K-5 will take iReady Diagnostic Assessment in the Fall, Winter, and Spring. I-Ready will create a personal learning path invidualized for each students. Teachers will monitor progress and growth through the PLC process.	<ul style="list-style-type: none"><li>• <i>Students complete Diagnostic Assessment in Fall, Winer and Spring.</i></li><li>• <i>Students complete 30-50 minutes per week/subject on personal learning path in iReady .</i></li><li>• <i>Grade level PLC's weekly to review common assessments and learning path growth and reporting</i></li><li>• <i>Administration will meet with each grade level after each i-Ready diagnostic to review iReady reports and review learning paths for students.</i></li><li>• <i>Identify specific students needing support and appropriate intervention.</i></li></ul>	Strong
Lessons Learned (Now)		
Over 50% of students have met their growth for the Winter iReady Diagnostic. Teachers have students meeting the 30-50 iReady paths in both ELA and Math.		



Next Steps
Continue to monitor student progress towards iReady learning paths through the PLC process and iReady reports.
Need:
Diagnostic Assessment for spring. Purchase additional laptops to support student learning.

Adult Learning Culture		
School Goal 2: Spring MAPS, grades K-3 will increase the percentage of students achieving 61st percentile and above by 10%. By May, each grade level will reduce the number of students who require targeted interventions through Read By Grade 3 (40th percentile and below) by 10%.		
Improvement Strategies	Intended Outcomes	Status Check 1 Status
Administration and ELD Facilitator will conduct coaching cycles with teachers, modeling, and co teaching opportunities to support rigorous Tier 1 Instruction. English Language Development Site Facilitator provides monthly professional learning during monthly staff meeting. The Ellevation strategies focus on engagement and differentiation for all learners. Strategies used in all classrooms across all content areas throughout the month. Coaching cycles with teachers, modeling, and co teaching opportunities.	<ul style="list-style-type: none"> <li>Teachers receive instructions on how to use the Ellevation Website.</li> <li>The English Language Development Site Facilitator (ELD) will present one strategy a month at the staff meeting.</li> <li>The ELD Site Facilitator will work with teachers on the implementation and differentiation of strategies during Tier 1 instruction.</li> <li>The ELD Site Facilitator will provide support through one of the following strategies: coaching cycles, modeling strategies or co-teaching opportunities</li> <li>Teachers meet to determine how admin and ELD Facilitator can best support their work through one of the following strategies in addition to the coaching: modeling engagement strategies, differentiation planning and modeling, co – teaching opportunities.</li> </ul>	At risk



Lessons Learned (Now)
ELD coaching cycles and instructional strategies are effective for all students and support rigorous Tier 1 instruction. More time is needed for teachers to become familiar and plan with ELD facilitator.
Next Steps:
Administration needs to meet with ELD Facilitator. Identify specific PD dates for PD and content and schedule for teachers coaching cycles.
Need:
Administration Walkthroughs monitoring coaching, modeling, and planning with ELD facilitator.

Connectedness		
<b>School Goal 3: School Goal 3:</b> By June 2024, chronic absenteeism rate will be reduced by 5%, From 22% to 17%. (Our chronic absenteeism percentage prior to COVID.)		
Improvement Strategies	Intended Outcomes	Status Check 1 Status
Counselor and teacher will create incentive plans for individual students who are chronically absent. Counselor will provide outreach to parents by phone and attendance letters, when needed. Teachers and counselor will provide incentives for student attendance. Counselor will provide resources to families to support increasing student attendance.	<ul style="list-style-type: none"> <li>Counselor and secretary will run weekly attendance reports.</li> <li>Counselor and secretary communicates with the office staff for attendance letters to be mailed.</li> <li>Weekly meeting/communication between counselor and principal to analyze attendance reports.</li> <li>Determine next steps for positive and other actions needed for student absenteeism.</li> </ul>	Strong
Lessons Learned (Now)		
Attendance letters are effective in notifying families of the importance of school attendance.		



<b>Next Steps:</b>
Schedule on-going meetings with counselor and administration.
<b>Need:</b>
Additional resources to provide to families to support student attendance.

## Status Check 2

Student Success		
School Goal 1: <i>Copy/paste Goals the school identified in the SPP Roadmap or from the At A Glance table above.</i>		
Improvement Strategies	Intended Outcomes	Status Check 2 Status
<i>Copy/paste Improvement Strategies identified in the SPP Roadmap or from above. Add/delete rows as needed.</i>	<i>Copy/paste intended outcomes the school identified in the SPP Roadmap or from above.</i>	
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: <i>Copy/paste Goals the school identified in the SPP Roadmap or from the At A Glance table above.</i>		
Improvement Strategies	Intended Outcomes	Status Check 2 Status
<i>Copy/paste Improvement Strategies identified in the SPP Roadmap or from above. Add/delete rows as needed.</i>	<i>Copy/paste intended outcomes the school identified in the SPP Roadmap or from above.</i>	
Lessons Learned (Now)		
Strategy 1:		
Strategy 2:		
Strategy 3:		





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

Connectedness		
<b>School Goal 3:</b> <i>Copy/paste Goals the school identified in the SPP Roadmap or from the At A Glance table above.</i>		
Improvement Strategies	Intended Outcomes	Status Check 2 Status
<i>Copy/paste Improvement Strategies identified in the SPP Roadmap or from above. Add/delete rows as needed.</i>	<i>Copy/paste intended outcomes the school identified in the SPP Roadmap or from above.</i>	
<b>Lessons Learned (Now)</b>		
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: