

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

[Inquiry Area] - School Goal # - [Status Check Date] <i>Update for each goal</i>	Are We Making Progress Toward Our Goal? <i>Yes or No</i>
Goal #1: By June 2024, 60% of grade 3 students will be on grade level in reading as measured by MAP reading at the 60th percentile, and an SBAC score of 3 or 4.	
<p align="center">Progress</p> <p align="center"><i>What does our progress monitoring data reveal about our progress toward our goal?</i></p>	
December 2022 MAP reading data evidenced 7/46 students (15%) performed at or above the 60 th percentile and 28/46 performing below the 20 th percentile. Only 14/46 students were demonstrating more than typical growth to catch up to grade level expectations.	
<p align="center">Lessons Learned</p> <p align="center"><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 align="center"><i>On Track, At-Risk, Needs Immediate Attention</i></p>
<p>Improvement Strategy 1: All students will be exposed to systematic phonics instruction in grades K-3 to develop reading skills with interventions aligned to student progress on formative assessment measures.</p> <p>Teachers were using the Wilson Foundations Phonics program as their systematic phonics instruction; however, students were only demonstrating proficiency at the sound and word level. Proficiency with encoding words at the sentence level through dictation was an identified weakness. Opportunities for student response during a 30-minute less appeared to be less than 1 per student, and small group instruction was not occurring as a support for students not demonstrating success.</p>	<p align="center">Need immediate attention</p>
<p>Improvement Strategy 2:</p> <p><i>Add rows for additional Improvement Strategies as needed</i></p>	
<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>	
Immediate action was taken in January 2023 to implement a Tier 1 phonics intervention as designed by the learning facilitator. Students were grouped according to levels of performance (letter sounds, cvc blending, digraph/blends, text fluency. For one hour a team of three teachers would work in each second	



grade classroom. Students would rotate to 2 - 12 minute groups for teacher directed instruction in reading, 1 - 12 minute group for teacher directed instruction in spelling, and 1 – 12 minute independent spelling practice group. Teachers would conduct fluency checks on identified skills. We started with 22 second grade students unable to meet the first grade standards for letter sound fluency on January 10th. 15 days of instruction later there are only 9 students in this group. A fidelity check of the intervention evidenced adherence to expectation and more opportunities for student response and immediate feedback from the teacher. Students also show increased engagement during groups.

Needs

What do we need to be successful in taking action?

We must protect intervention time. A plan to cover any teacher absent from intervention is in place. We need to be able to imitate this strategy with the classroom teacher providing a whole group lesson and moving to small group instruction, with or without additional adults in the room.