

# 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 #2: By June 2023, 75% of students in grades 3-5 receiving above average grades (A or B) on their final report card in ELA will demonstrate proficiency on the ELA SBAC test.	yes
<p align="center"><b>Progress</b></p> <p align="center"><i>What does our progress monitoring data reveal about our progress toward our goal?</i></p>	
<p>In a review of report cards grades for Term 2, 34 students to be proficient. When we compare normative data (AIMS Web, Reading Plus) to student grades, we anticipate only 20 students will be proficient. We are at 58%, 17% below are goal. Currently 35 students are receiving a C in ELA on their report card and their normative data has shown growth over the year.</p>	
<p align="center"><b>Lessons Learned</b></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"><b>Are Our Strategies On Track?</b></p> <p align="center"><i>On Track, At-Risk, Needs Immediate Attention</i></p>
<p><b>Improvement Strategy 1:</b> Teachers will participate in Professional Learning Communities to analyze student data used to report student progress on the quarterly report card; specifically identifying instructional practices to improve student outcomes.</p>	<p align="center"><b>On track</b></p>
<p><b>Improvement Strategy 2:</b> <i>Add rows for additional Improvement Strategies as needed</i></p>	
<p align="center"><b>Next Steps</b></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>Much work has been done in writing, both content and structure. A review of writing samples from grades 4 &amp; 5 shows significant growth in this area. Teachers will continue to discuss current writing strategies during PLC to build cohesiveness across content areas.</p> <p>In addition Tier 2 teacher directed interventions have been implemented. Reading Plus, a computer adapted intervention, was not meeting the needs of some students as they are below a third grade reading level. Another concern were those students who were not engaging with the program as intended.</p>	
<p align="center"><b>Needs</b></p>	



*What do we need to be successful in taking action?*

We need to positively reinforce student behavior to increase student engagement. We need to clearly state expectations and detail how students can be successful to re-engage with the work asked of them.