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.

Navigating Our Course (Status Checks) Handout



**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 if 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:
    1. Strong - on track
    2. At Risk - requires some refinement and/or support
    3. 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.

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| **Student Success** | | | |
| **School Goal 1:**  75% of our Level 1-3.4 Level ELs will grow at least 1 point in Overall Proficiency Level and 75% of our Level 3.5-4.4 ELs will grow at least 0.5 in Overall Proficiency Level or Exit if 4 or above. | | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** | **Status Check 2 Status** |
| *Copy/paste Improvement Strategies identified in the SPP Roadmap. Add/delete rows as needed.* | *Copy/paste Intended Outcomes identified in the SPP Roadmap.* | *Update after Status Check 1* | *Update after Status Check 2* |
| * The school continues the ELD Model this year. | Within the ELD Model, the ELD Facilitator and ELD Teacher Assistant will facilitate intervention groups for students scoring Level 1-3.4 in Overall Proficiency on the ACCESS test.  ELD Facilitator will implement focused Professional Development   * For teachers using ACCESS data language scores during Tier I instruction * Practice for students on how to navigate the tools and expectations of the ACCESS test * Around Language Acquisition for building teacher capacity (strategies, scaffolds, etc.) * On using Language and Speaking rubrics for individual students (data collection) * On Foundational Reading Skills, specifically focusing on improvement in Phonological Awareness and Phonics. | Strong |  |
| * Professional Development dedicated to building capacity around Student Language Levels, Language Acquisition, and Foundation Reading Skills. * Strengthening PLC process (specifically focused on data collection). | The ELD Facilitator is working closely with all Teaching Staff/Grade Level Teams   * Strengthen the PLC Process with more data focus * Practice for students on how to navigate the tools and expectations of the ACCESS test * More professional development offered throughout the year to build teacher capacity. * Focus on Data Collection and Intervention   Co-teaching | Strong |  |

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| **Adult Learning Culture** | | | |
| **School Goal 2:** 50% or more ofthe Veterans Memorial Teaching Staff will report Satisfactory feelings on the end-of-the-year Site Needs Assessment regarding coaching support. | | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** | **Status Check 2 Status** |
| *Copy/paste Improvement Strategies identified in the SPP Roadmap. Add/delete rows as needed.* | *Copy/paste Intended Outcomes identified in the SPP Roadmap.* | *Update after Status Check 1* | *Update after Status Check 2* |
| * The school has moved to a new ELD Model. * Professional Development dedicated to building capacity around Student Language Levels, Language Acquisition, and Foundational Reading Skills. * Strengthening PLC process (specifically focused on data collection and reteaching). | ELD Facilitator will implement focused Professional Development   * For teachers using ACCESS data language scores during Tier I instruction * Around Language Acquisition for building teacher capacity (strategies, scaffolds, gradual release, etc.) * On using Language and Speaking rubrics for individual students (specific data collection)   The ELD Facilitator is working closely with all Teaching Staff/Grade Level Teams   * Strengthen the PLC Process- data focus * Student needs- landscape of learning * Focus on Data Collection and Intervention needs * Co-teaching | Strong |  |
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| **Connectedness** | | | |
| **School Goal 3:** Students at Veterans Memorial scored 54% (down from 66% the previous year) on Self- Awareness of Self-Concept, so our goal is to improve this overall average to 75% or higher. | | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** | **Status Check 2 Status** |
| *Copy/paste Improvement Strategies identified in the SPP Roadmap. Add/delete rows as needed.* | *Copy/paste Intended Outcomes identified in the SPP Roadmap.* | *Update after Status Check 1* | *Update after Status Check 2* |
| Promote student Self-Awareness and Self-Concept understanding through our school wide PBIS systems. | * Implement/teach the Sanford Harmony SEL Curriculum K-5 * Students being more aware of their own strengths and weaknesses and being able to verbalize them. * Students being more capable of using weaknesses to have a growth mindset. * Increased student motivation. | At Risk |  |
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# Status Check 1

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| **Student Success** | | |
| **School Goal 1:** 75% of our Level 1-3.4 Level ELs will grow at least 1 point in Overall Proficiency Level and 75% of our Level 3.5-4.4 ELs will grow at least 0.5 in Overall Proficiency Level or Exit if 4 or above. | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** |
| *Copy/paste Improvement Strategies identified in the SPP Roadmap or from above. Add/delete rows as needed.* | *Copy/paste intended outcomes the school identified in the SPP Roadmap or from above.* |  |
| * The school continues the ELD Model this year. | Within the ELD Model, the ELD Facilitator and ELD Teacher Assistant will facilitate intervention groups for students scoring Level 1-3.4 in Overall Proficiency on the ACCESS test.  ELD Facilitator will implement focused Professional Development   * For teachers using ACCESS data language scores during Tier I instruction * Practice for students on how to navigate the tools and expectations of the ACCESS test * Around Language Acquisition for building teacher capacity (strategies, scaffolds, etc.) * On using Language and Speaking rubrics for individual students (data collection) * On Foundational Reading Skills, specifically focusing on improvement in Phonological Awareness and Phonics. |  |
| * Professional Development dedicated to building capacity around Student Language Levels, Language Acquisition, and Foundation Reading Skills. * Strengthening PLC process (specifically focused on data collection). | The ELD Facilitator is working closely with all Teaching Staff/Grade Level Teams   * Strengthen the PLC Process with more data focus * Practice for students on how to navigate the tools and expectations of the ACCESS test * More professional development offered throughout the year to build teacher capacity. * Focus on Data Collection and Intervention   Co-teaching |  |
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| **Lessons Learned (Now)** | | |
| **Strategy 1 and 2:**   * Our students made growth toward the goal, but the growth was at 28% and not 75% on 2022 ACCESS scores. * The ELD model is more effective for the school than the previous EL model. * More time is needed for building teacher capacity regarding language acquisition at the Tier 1 level of instruction. * Teachers need more support with data collection and disaggregation for next steps to guide instruction. * The specific practice for students on how to navigate the tools and expectations of the ACCESS test was extremely beneficial. * Some teachers took advantage of co-teaching opportunities with the ELD Facilitator. | | |
| **Next Steps:** | | |
| **Strategy 1 and 2:**   * Continue the goal for more growth and using the more specific language rubrics to track growth. * Continue the ELD model. * Add more time for professional development by the ELD Facilitator for staff. * Start earlier in the year with student practice for ACCESS testing. * Continue focusing on language acquisition instruction at the Tier 1 level. | | |
| **Need:** | | |
| **Strategy 1 and 2:** | | |

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| **Adult Learning Culture** | | |
| **School Goal 2:** 50% or more ofthe Veterans Memorial Teaching Staff will report Satisfactory feelings on the end-of-the-year Site Needs Assessment regarding coaching support. | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** |
| *Copy/paste Improvement Strategies identified in the SPP Roadmap or from above. Add/delete rows as needed.* | *Copy/paste intended outcomes the school identified in the SPP Roadmap or from above.* |  |
| * The school has moved to a new ELD Model. * Professional Development dedicated to building capacity around Student Language Levels, Language Acquisition, and Foundational Reading Skills. * Strengthening PLC process (specifically focused on data collection and reteaching). | ELD Facilitator will implement focused Professional Development   * For teachers using ACCESS data language scores during Tier I instruction * Around Language Acquisition for building teacher capacity (strategies, scaffolds, gradual release, etc.) * On using Language and Speaking rubrics for individual students (specific data collection)   The ELD Facilitator is working closely with all Teaching Staff/Grade Level Teams   * Strengthen the PLC Process- data focus * Student needs- landscape of learning * Focus on Data Collection and Intervention needs * Co-teaching |  |
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| **Lessons Learned (Now)** | | |
| **Strategy 1-3:**   * The ELD model is more effective for the school than the previous EL model. * More time is needed for building teacher capacity regarding language acquisition at the Tier 1 level of instruction. * Teachers need more support with data collection and disaggregation for next steps to guide instruction. * Some teachers took advantage of co-teaching opportunities with the site coaches. | | |
| **Next Steps:** | | |
| **Strategy 1-3:**   * The PLC process has stronger collaboration between teachers, but there needs to be a release of the facilitation from coaches to teachers. * Maintain a balanced schedule which allows time for planning and collaboration between coaches and teachers. * Promote more co-teaching in the building. | | |
| **Need:** | | |
| **Strategy 1-3:**   * More Professional development needed for teachers regarding data collection and disaggregation to guide instruction. * Maintain a balanced schedule which allows time for planning and collaboration between coaches and teachers. * Encouraging teachers to take advantage of professional development, outside of teacher contract times. | | |

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| **Connectedness** | | |
| **School Goal 3:** Students at Veterans Memorial scored 54% (down from 66% the previous year) on Self- Awareness of Self-Concept, so our goal is to improve this overall average to 75% or higher. | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** |
| *Copy/paste Improvement Strategies identified in the SPP Roadmap or from above. Add/delete rows as needed.* | *Copy/paste intended outcomes the school identified in the SPP Roadmap or from above.* |  |
| Promote student Self-Awareness and Self-Concept understanding through our school wide PBIS systems. | * Implement/teach the Sanford Harmony SEL Curriculum K-5 * Students being more aware of their own strengths and weaknesses and being able to verbalize them. * Students being more capable of using weaknesses to have a growth mindset. * Increased student motivation. |  |
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| **Lessons Learned (Now)** | | |
| **Strategy 1:**   * Students scored only 54% on Self-Awareness of Self-Concept on the Climate Survey. * Not every classroom is consistently teaching Sanford Harmony SEL lessons for students. | | |
| **Next Steps:** | | |
| **Strategy 1:**   * More SEL lessons and opportunities needed for students around Self-Awareness and Self-Concept. * More consistency around use of the Sanford Harmony curriculum. * Find and hire a new counselor. The position at the school is currently vacant. | | |
| **Need:** | | |
| **Strategy 1:**   * More consistency around use of the Sanford Harmony curriculum. * Find and hire a new counselor. The position at the school is currently vacant. | | |

# Status Check 2

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| **Student Success** | | |
| **School Goal 1:** *Copy/paste Goals the school identified in the SPP Roadmap or from the At A Glance table above.* | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 2 Status** |
| *Copy/paste Improvement Strategies identified in the SPP Roadmap or from above. Add/delete rows as needed.* | *Copy/paste intended outcomes the school identified in the SPP Roadmap or from above.* |  |
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| **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:** | | |

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| **Adult Learning Culture** | | |
| **School Goal 2:** *Copy/paste Goals the school identified in the SPP Roadmap or from the At A Glance table above.* | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 2 Status** |
| *Copy/paste Improvement Strategies identified in the SPP Roadmap or from above. Add/delete rows as needed.* | *Copy/paste intended outcomes the school identified in the SPP Roadmap or from above.* |  |
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| **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:** | | |

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