

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			
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 4.5 or above.			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
<i>Copy/paste Improvement Strategies identified in the SPP Roadmap. Add/delete rows as needed.</i>	<i>Copy/paste Intended Outcomes identified in the SPP Roadmap.</i>	<i>Update after Status Check 1</i>	<i>Update after Status Check 2</i>
<ul style="list-style-type: none">Continuing the use of ELlevation and GLAD Strategies during Tier I Instruction	<ul style="list-style-type: none">Strategic planning of academic language across all content areas in PLCs (with ELD Facilitator)More focus on Language Levels, Language Acquisition, and Literacy Foundational Skills during Tier I Instruction is needed.Co-teaching of language of all content standards- Coaches will focus on teaching language across all content standards (ELlevation, Go-To, GLAD strategies)The ELD Facilitator will provide professional development for teachers on the use of ELlevation strategies, as well as discussion of those strategies during PLCs and ways to appropriately group students using language levels for intervention.Co-teaching opportunities will be offered for teachers using ELlevation and GLAD strategies.	Strong	Strong



	<ul style="list-style-type: none"> Identify specific students needing support during PLCs and MTSS meetings. Work with teachers to set intervention groups (schedules) and data collection during PLCs Implement explicit, whole-group Phonics First Instruction in Grades K-2 for one half hour per day. 		

Adult Learning Culture			
School Goal 2: 70% or more of the Veterans Memorial Teaching Staff will report Satisfactory feelings on the end-of-the-year Staff Co-Teaching Support Survey.			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
<i>Copy/paste Improvement Strategies identified in the SPP Roadmap. Add/delete rows as needed.</i>	<i>Copy/paste Intended Outcomes identified in the SPP Roadmap.</i>	<i>Update after Status Check 1</i>	<i>Update after Status Check 2</i>
<ul style="list-style-type: none"> The school will continue with the ELD Model and focused PLCs. 	<ul style="list-style-type: none"> Create a Staff Co-Teaching Support Survey. Continue focused PLC process, monitoring student data Strategic planning of academic language across all content areas in PLCs Co-teaching of language of all content standards- ELD Facilitator will focus on teaching language across all content standards (ELlevation and GLAD strategies) Professional Development dedicated to building capacity around Student Language Levels, Language Acquisition, 	Strong	Strong



	<ul style="list-style-type: none">and Foundational Literacy Skills• Identify specific students needing support- interventions.• Work with teachers to set intervention groups (schedules)- collection and use of data.• Consistent Learning Walk cycles		

Connectedness			
School Goal 3: Students at Veterans Memorial will score 75% or higher on Self- Awareness of Self-Concept on the Student Climate Survey.			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
<i>Copy/paste Improvement Strategies identified in the SPP Roadmap. Add/delete rows as needed.</i>	<i>Copy/paste Intended Outcomes identified in the SPP Roadmap.</i>	<i>Update after Status Check 1</i>	<i>Update after Status Check 2</i>
<ul style="list-style-type: none">• Provide consistency of our school wide PBIS systems	<ul style="list-style-type: none">• Implement SEL Competency lessons school-wide using Sanford Harmony curriculum• Continue to strengthen PBIS systems school-wide• SEL/Counseling/Guidance lessons on Self-Awareness and Self-Concept (Counselor)• Promote student Self-Awareness and Self-Concept understanding• Teach the Sanford Harmony Curriculum, and Counselor-delivered Guidance Lessons	Strong	Strong

Status Check 1

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 4.5 or above.		
Improvement Strategies	Intended Outcomes	Status Check 1 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>	
<ul style="list-style-type: none"> Continuing the use of ELlevation and GLAD Strategies during Tier I Instruction 	<ul style="list-style-type: none"> Strategic planning of academic language across all content areas in PLCs (with ELD Facilitator) More focus on Language Levels, Language Acquisition, and Literacy Foundational Skills during Tier I Instruction is needed. Co-teaching of language of all content standards- Coaches will focus on teaching language across all content standards (ELlevation, Go-To, GLAD strategies) The ELD Facilitator will provide professional development for teachers on the use of ELlevation strategies, as well as discussion of those strategies during PLCs and ways to appropriately group students using language levels for intervention. Co-teaching opportunities will be offered for teachers using ELlevation and GLAD strategies. Identify specific students needing support during PLCs and MTSS meetings. Work with teachers to set intervention groups (schedules) and data collection during PLCs Implement explicit, whole-group Phonics First Instruction in Grades K-2 for one half hour per day. 	Strong
Lessons Learned (Now)		

**Strategy 1:**

- Winter i-Ready Diagnostic Data and K-3 MAP Data has shown growth for students in K-2, which makes the implementation of explicit, whole-group Phonics First Instruction beneficial.

Strategy 2:

- Need more focus on Language Levels, Language Acquisition, and Literacy Foundational Skills during Tier I Instruction is needed.

Strategy 3:**Strategy 4:****Next Steps:****Strategy 1:**

- Continue implementing explicit, whole-group Phonics First Instruction in Grades K-2 for one half hour per day.

Strategy 2:

- More focus on Language Levels, Language Acquisition, and Literacy Foundational Skills during Tier I Instruction is needed.

Strategy 3:**Strategy 4:****Need:****Strategy 1 and 2:**

- Maintain a balanced schedule which allows time for planning and collaboration between coaches and teachers.

Strategy 2:**Strategy 3:****Strategy 4:**



Adult Learning Culture		
School Goal 2: 70% or more of the Veterans Memorial Teaching Staff will report Satisfactory feelings on the end-of-the-year Staff Co-Teaching Support Survey.		
Improvement Strategies	Intended Outcomes	Status Check 1 Status
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Lessons Learned (Now)		
Strategy 1: <ul style="list-style-type: none">The ELD model is more effective for the school than the previous EL model.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 ELD Facilitator.		



Strategy 2:

Strategy 3:

Strategy 4:

Next Steps:

Strategy 1:

- Continue the ELD model.
- Start earlier in the year with student practice for ACCESS testing.
- Continue focusing on language acquisition instruction at the Tier 1 level.
- Promote more co-teaching in the building.
- We provided Professional Development for teachers around some specific GLAD strategies (delivered by EL Dept. Staff).

Strategy 2:

Strategy 3:

Strategy 4:

Need:

Strategy 1:

- 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.

Strategy 2:

Strategy 3:

Strategy 4:

Connectedness



School Goal 3: Students at Veterans Memorial will score 75% or higher on Self- Awareness of Self-Concept on the Student Climate Survey.		
Improvement Strategies	Intended Outcomes	Status Check 1 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>	
<ul style="list-style-type: none"> Provide consistency of our school wide PBIS systems 	<ul style="list-style-type: none"> Implement SEL Competency lessons school-wide using Sanford Harmony curriculum Continue to strengthen PBIS systems school-wide SEL/Counseling/Guidance lessons on Self-Awareness and Self-Concept (Counselor) Promote student Self-Awareness and Self-Concept understanding Teach the Sanford Harmony Curriculum, and Counselor-delivered Guidance Lessons 	Strong
Lessons Learned (Now)		
<p>Strategy 1: Our new counselor is consistently implementing school-wide Sanford Harmony and guidance lessons to classes, but needs more support in the area of behavior management.</p> <p>Strategy 2: Results from the 23-24 Student Climate Survey have been received. Students scored 86% on Self Awareness of Self-Concept (specifically knowing what their strengths are).</p> <p>Strategy 3:</p> <p>Strategy 4:</p>		
Next Steps:		
<p>Strategy 1: Continue the implementation of school-wide Sanford Harmony and guidance lessons from the counselor on the Specials Schedule.</p> <p>Strategy 2: Continue lessons for students around Self-Awareness and Self-Concept.</p>		



Strategy 3:
Strategy 4:
Need:
Strategy 1: Offer more time and support from our on-site coaches to work with our counselor to help with behavior management strategies and lesson planning.
Strategy 2: More classroom opportunities for students in the classroom around Self-Awareness and Self-Concept, perhaps with goal setting and student-led conferences.
Strategy 3:
Strategy 4:

Status Check 2

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 4.5 or above.		
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	<ul style="list-style-type: none"> • The ELD Facilitator will provide professional development for teachers on the use of ELlevation strategies, as well as discussion of those strategies during PLCs and ways to appropriately group students using language levels for intervention. • Co-teaching opportunities will be offered for teachers using ELlevation and GLAD strategies. • Identify specific students needing support during PLCs and MTSS meetings. • Work with teachers to set intervention groups (schedules) and data collection during PLCs • Implement explicit, whole-group Phonics First Instruction in Grades K-2 for one half hour per day. 	
Lessons Learned (Now)		
<p>Strategy 1: Winter i-Ready Diagnostic Data and K-3 MAP Data has shown growth for students in K-2, which makes the implementation of explicit, whole-group Phonics First Instruction beneficial.</p> <p>Strategy 2: Need more focus on Language Levels, Language Acquisition, and Literacy Foundational Skills during Tier I Instruction is needed.</p> <p>Strategy 3:</p> <p>Strategy 4:</p>		
Next Steps:		
<p>Strategy 1: Continue implementing explicit, whole-group Phonics First Instruction in Grades K-2 for one half hour per day.</p> <p>Strategy 2: More focus on Language Levels, Language Acquisition, and Literacy Foundational Skills during Tier I Instruction is needed.</p>		



Strategy 3:
Strategy 4:
Need:
Strategy 1 and 2: Maintain a balanced schedule which allows time for planning and collaboration between coaches and teachers.
Strategy 2:
Strategy 3:
Strategy 4:

Adult Learning Culture		
School Goal 2: 70% or more of the Veterans Memorial Teaching Staff will report Satisfactory feelings on the end-of-the-year Staff Co-Teaching Support Survey.		
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	<p>interventions.</p> <ul style="list-style-type: none"> • Work with teachers to set intervention groups (schedules)- collection and use of data. • Consistent Learning Walk cycles 	
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<p>Strategy 1:</p> <ul style="list-style-type: none"> • The ELD model is more effective for the school than the previous EL model. • 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 ELD Facilitator. <p>Strategy 2:</p> <p>Strategy 3:</p> <p>Strategy 4:</p>		
Next Steps:		
<p>Strategy 1:</p> <ul style="list-style-type: none"> • Continue the ELD model. • Start earlier in the year with student practice for ACCESS testing. • Continue focusing on language acquisition instruction at the Tier 1 level. • Promote more co-teaching in the building. <p>Strategy 2:</p> <p>Strategy 3:</p> <p>Strategy 4:</p>		



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Strategy 1: <ul style="list-style-type: none"> • 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. Strategy 2: Strategy 3: Strategy 4:

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Lessons Learned (Now)		
Strategy 1: Our new counselor is consistently implementing school-wide Sanford Harmony and guidance lessons to classes, but needs more support in the area of behavior management.		



Strategy 2: Results from the 23-24 Student Climate Survey have been received. Students scored 86% on Self Awareness of Self-Concept (specifically knowing what their strengths are).

Strategy 3:

Strategy 4:

Next:

Strategy 1: Continue the implementation of school-wide Sanford Harmony and guidance lessons from the counselor on the Specials Schedule.

Strategy 2: Continue lessons for students around Self-Awareness and Self-Concept.

Strategy 3:

Strategy 4:

Need:

Strategy 1: Offer more time and support from our on-site coaches to work with our counselor to help with behavior management strategies and lesson planning.

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Strategy 3:

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