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 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:
        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: By 2023 Math SBAC, increase proficiency of IEP subgroup to 10% and EL subgroup to 10% By 2022 ELA SBAC, increase proficiency of IEP subgroup to 6% and EL subgroup to 13%.				
Improvement Strategies	**Intended Outcomes**	**Status Check 1 Status**	**Status Check 2 Status**
Implement consistent system of walk-throughs and provide feedback regarding instruction	All students will receive rigorous Tier 1 Instruction with appropriate scaffolds to help the access instruction. All teachers will implement rigorous Tier 1 instruction with just-in-time scaffolds. Student performance towards proficiency on grade level standards will increase.	Strong	Strong
Data Coach, Learning Facilitator, and EL Coach to provide regular in-classroom instructional coaching	All students will receive rigorous Tier 1 Instruction with appropriate scaffolds to help the access instruction. All teachers will implement rigorous Tier 1 instruction with just-in-time scaffolds. Student performance towards proficiency on grade level standards will increase.	Strong	Strong
Staff instructional rounds/peer walk-throughs	All students will receive rigorous Tier 1 Instruction with appropriate scaffolds	Needs Immediate	At Risk

Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
	to help the access instruction. All teachers will implement rigorous Tier 1 instruction with just-in-time scaffolds. Student performance towards proficiency on grade level standards will increase.	Attention	
EL and Special Ed teachers to collaborate with classroom teachers regarding just-in-time scaffolds	All students will receive rigorous Tier 1 Instruction with appropriate scaffolds to help the access instruction. All teachers will implement rigorous Tier 1 instruction with just-in-time scaffolds. Student performance towards proficiency on grade level standards will increase.	Strong	Strong

Adult Learning Culture

School Goal 2:
School administrators will conduct walk-throughs of each classroom and provide documented feedback weekly.

Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
Implement consistent system of walk-throughs and provide feedback regarding instruction	All students will receive rigorous Tier 1 Instruction with appropriate scaffolds to help the access instruction. All teachers will implement rigorous Tier 1 instruction with just-in-time scaffolds.	Strong	Strong

	Student performance towards proficiency on grade level standards will increase.		
Data Coach, Learning Facilitator, and EL Coach to provide regular in-classroom instructional coaching	All students will receive rigorous Tier 1 Instruction with appropriate scaffolds to help the access instruction. All teachers will implement rigorous Tier 1 instruction with just-in-time scaffolds. Student performance towards proficiency on grade level standards will increase.	Strong	Strong
Staff instructional rounds/peer walk-throughs	All students will receive rigorous Tier 1 Instruction with appropriate scaffolds to help the access instruction. All teachers will implement rigorous Tier 1 instruction with just-in-time scaffolds. Student performance towards proficiency on grade level standards will increase.	Needs Immediate Attention	At Risk
EL and Special Ed teachers to collaborate with classroom teachers regarding just-in-time scaffolds	All students will receive rigorous Tier 1 Instruction with appropriate scaffolds to help the access instruction. All teachers will implement rigorous Tier 1 instruction with just-in-time scaffolds. Student performance towards	Strong	Strong

	proficiency on grade level standards will increase.		

Connectedness			

School Goal 3: Increase implementation of PBIS system by all staff schoolwide as determined by the number of Super Stars earned by students. 80% of staff will hand out at least 10 Super Stars per week.

Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
Revisit expectations regarding PBIS implementation w/staff	Consistent implementation of PBIS system schoolwide Decreased student behavioral incidents Decreased number of alleged bullying incidents Increased student engagement in class/school Increased feelings of safety and security for students and staff	Strong	Strong
Increase staff recognition and reward staff for PBIS implementation	Consistent implementation of PBIS system schoolwide Decreased student behavioral incidents Decreased number of alleged bullying incidents Increased student engagement in class/school Increased feelings of safety and security for students and staff	At Risk	At Risk
Monthly SEL theme and activities	Consistent implementation of PBIS system schoolwide Decreased student behavioral incidents Decreased number of alleged bullying incidents Increased student engagement in class/school Increased feelings of safety and security for students and staff	Strong	Strong
Expand staff knowledge regarding restorative practices	Consistent implementation of PBIS system schoolwide Decreased student behavioral incidents Decreased number of alleged bullying incidents Increased student engagement in class/school	At Risk	Strong

	Increased feelings of safety and security for students and staff		

Status Check 1

Student Success		
School Goal 1: By 2023 Math SBAC, increase proficiency of IEP subgroup to 10% and EL subgroup to 10% By 2022 ELA SBAC, increase proficiency of IEP subgroup to 6% and EL subgroup to 13%.		
Improvement Strategies	**Intended Outcomes**	**Status Check 1 Status**
Implement consistent system of walk-throughs and provide feedback regarding instruction	All students will receive rigorous Tier 1 Instruction with appropriate scaffolds to help the access instruction. All teachers will implement rigorous Tier 1 instruction with just-in-time scaffolds. Student performance towards proficiency on grade level standards will increase.	Strong
Data Coach, Learning Facilitator, and EL Coach to provide regular in-classroom instructional coaching	All students will receive rigorous Tier 1 Instruction with appropriate scaffolds to help the access instruction. All teachers will implement rigorous Tier 1 instruction with just-in-time scaffolds. Student performance towards proficiency on grade level standards will increase.	Strong
Staff instructional rounds/peer walk-throughs	All students will receive rigorous Tier 1 Instruction with appropriate scaffolds	Needs Immediate Attention

	to help the access instruction. All teachers will implement rigorous Tier 1 instruction with just-in-time scaffolds. Student performance towards proficiency on grade level standards will increase.	
EL and Special Ed teachers to collaborate with classroom teachers regarding just-in-time scaffolds	All students will receive rigorous Tier 1 Instruction with appropriate scaffolds to help the access instruction. All teachers will implement rigorous Tier 1 instruction with just-in-time scaffolds. Student performance towards proficiency on grade level standards will increase.	Strong

Lessons Learned (Now)

Strategy 1: Updated and implementing QR system for walk throughs which allows for immediate feedback for teachers

Strategy 2: EL Coach, Data Coach, and Learning Facilitator, and Special Education Teachers participate in grade level PLCs

Strategy 3: EL and Special Ed teachers providing in class supports and teach intervention groups. EL Teacher support has been limited somewhat recently, as they were administering required ACCESS assessments. Special Ed teachers have been covering large caseloads for several months due to lack of applicants for an unfilled Special Ed teacher allocation.

Strategy 4: EL Coach, Data Coach and Learning Facilitator providing in-classroom instructional coaching

Next Steps:

Strategy 1: Increase frequency of walk-throughs. **Strategy 2:** Identify equitable Special Education Resource Teacher caseloads for 2023-24. **Strategy 3:** Re-define in-classroom instructional coaching by EL Coach and Learning Facilitator for 2-23-24. **Strategy 4**: Implement Spring 2023 instructional rounds. Schedule and implement instructional rounds beginning early in the 2023-24 school year. **Strategy 5**: Build Master Schedule to increase opportunities for consistent EL Coach, Learning Facilitator and Special Education Teacher participation in PLCs across all grade levels.
Need:
Strategy 1: Site admin team to collaboratively schedule walk-throughs to ensure we are increasing the frequency for all teachers **Strategy 2**: Communicate with site-based coaches regarding expectations for in-classroom supports and instructional rounds
Need:
Strategy 1: **Strategy 2:** **Strategy 3:** **Strategy 4:**

Adult Learning Culture
School Goal 2: School administrators will conduct walk-throughs of each classroom and provide documented feedback weekly.

Improvement Strategies	Intended Outcomes	Status Check 1 Status
Implement consistent system of walk-throughs and provide	All students will receive rigorous Tier 1	Strong

feedback regarding instruction	Instruction with appropriate scaffolds to help the access instruction. All teachers will implement rigorous Tier 1 instruction with just-in-time scaffolds. Student performance towards proficiency on grade level standards will increase.	
Data Coach, Learning Facilitator, and EL Coach to provide regular in-classroom instructional coaching	All students will receive rigorous Tier 1 Instruction with appropriate scaffolds to help the access instruction. All teachers will implement rigorous Tier 1 instruction with just-in-time scaffolds. Student performance towards proficiency on grade level standards will increase.	Strong
Staff instructional rounds/peer walk-throughs	All students will receive rigorous Tier 1 Instruction with appropriate scaffolds to help the access instruction. All teachers will implement rigorous Tier 1 instruction with just-in-time scaffolds. Student performance towards proficiency on grade level standards will increase.	Needs Immediate Attention
EL and Special Ed teachers to collaborate with classroom	All students will receive rigorous Tier 1	Strong

| teachers regarding just-in-time scaffolds | Instruction with appropriate scaffolds to help the access instruction.

All teachers will implement rigorous Tier 1 instruction with just-in-time scaffolds.

Student performance towards proficiency on grade level standards will increase. | |

Lessons Learned (Now)

Strategy 1: Updated and implementing QR system for walk throughs which allows for immediate feedback for teachers

Strategy 2: EL Coach, Data Coach, and Learning Facilitator, and Special Education Teachers participate in grade level PLCs

Strategy 3: EL and Special Ed teachers providing in class supports and teach intervention groups. EL Teacher support has been limited somewhat recently, as they were administering required ACCESS assessments. Special Ed teachers have been covering large caseloads for several months due to lack of applicants for an unfilled Special Ed teacher allocation.

Strategy 4: EL Coach, Data Coach and Learning Facilitator providing in-classroom instructional coaching

Next Steps:

Strategy 1: Increase frequency of walk-throughs

Strategy 2: Re-distribute Special Education Resource Teacher caseloads to make more equitable

Strategy 3: Increase and expand in-classroom instructional coaching by EL Coach, Data Coach, and Learning Facilitator

Strategy 4: Schedule & implement instructional rounds

Need:

Strategy 1: Site admin team to collaboratively schedule walk-throughs to ensure we are increasing the frequency for all teachers

Strategy 2: Communicate with site-based coaches regarding expectations for in-classroom supports and instructional rounds

Connectedness		
School Goal 3: Increase implementation of PBIS system by all staff schoolwide as determined by the number of Super Stars earned by students. 80% of staff will hand out at least 10 Super Stars per week.		
Improvement Strategies	**Intended Outcomes**	**Status Check 1 Status**
Revisit expectations regarding PBIS implementation w/staff	Consistent implementation of PBIS system schoolwide Decreased student behavioral incidents Decreased number of alleged bullying incidents Increased student engagement in class/school Increased feelings of safety and security for students and staff	Strong
Increase staff recognition and reward staff for PBIS implementation	Consistent implementation of PBIS system schoolwide Decreased student behavioral incidents Decreased number of alleged bullying incidents Increased student engagement in class/school Increased feelings of safety and security for students and staff	At Risk
Monthly SEL theme and activities	Consistent implementation of PBIS system schoolwide Decreased student behavioral incidents Decreased number of alleged bullying incidents Increased student engagement in class/school Increased feelings of safety and security for students and staff	Strong
Expand staff knowledge regarding restorative practices	Consistent implementation of PBIS system schoolwide Decreased student behavioral incidents Decreased number of alleged bullying incidents Increased student engagement in class/school Increased feelings of safety and security for students and staff	At Risk
Lessons Learned (Now)		
Strategy 1: Expectations for implementing Schoolwide PBIS need to be continuously revisited with staff.		

Strategy 2: Need to show genuine appreciation for staff
Strategy 3: Staff are encouraged to give out Staff Super Stars which will be entered in regular raffles for prizes
Next Steps:
Strategy 1: Develop and implement system for counting/tracking the number of Super Stars given by staff members **Strategy 2**: Revisit goal of handing out at least 10 Super Stars per week **Strategy 3:** Increase frequency of Staff Super Star raffle drawings **Strategy 4**: Develop staff survey to identify what times of recognition, incentives they would find desirable and meaningful in increasing the number of Super Stars staff members are giving to students **Strategy 5**: Increase frequency and strategies for providing recognition/rewards on a regular basis for staff members handing out at least 10 Super Stars per week
Need:
Strategy 1: Site PBIS committee to develop system for counting/tracking the number of Super Stars given by staff members **Strategy 2:** Site PBIS committee to develop staff survey to identify what times of recognition, incentives they would find desirable and meaningful in increasing the number of Super Stars staff members are giving to students

Status Check 2

Student Success
School Goal 1: By 2023 Math SBAC, increase proficiency of IEP subgroup to 10% and EL subgroup to 10% By 2022 ELA SBAC, increase proficiency of IEP subgroup to 6% and EL subgroup to 13%.

Improvement Strategies	Intended Outcomes	Status Check 2 Status
Implement consistent system of walk-throughs and provide feedback regarding instruction	All students will receive rigorous Tier 1 Instruction with appropriate scaffolds to help the access instruction. All teachers will implement rigorous Tier 1 instruction with just-in-time scaffolds. Student performance towards proficiency on grade level standards will increase.	Strong
Data Coach, Learning Facilitator, and EL Coach to provide regular in-classroom instructional coaching	All students will receive rigorous Tier 1 Instruction with appropriate scaffolds to help the access instruction. All teachers will implement rigorous Tier 1 instruction with just-in-time scaffolds. Student performance towards proficiency on grade level standards will increase.	Strong
Staff instructional rounds/peer walk-throughs	All students will receive rigorous Tier 1 Instruction with appropriate scaffolds to help the access instruction. All teachers will implement rigorous Tier 1 instruction with just-in-time scaffolds. Student performance towards proficiency on grade level standards	At Risk

	will increase.	
EL and Special Ed teachers to collaborate with classroom teachers regarding just-in-time scaffolds	All students will receive rigorous Tier 1 Instruction with appropriate scaffolds to help the access instruction. All teachers will implement rigorous Tier 1 instruction with just-in-time scaffolds. Student performance towards proficiency on grade level standards will increase.	Strong

Lessons Learned (Now)

Strategy 1: Updated and implementing QR system for walk throughs which allows for immediate feedback for teachers

Strategy 2: EL Coach and Data Coach participate in grade level PLCs regularly. Learning Facilitator and Special Education Teachers have had less consistent grade level PLC attendance due to constraints of their schedules.

Strategy 3: EL and Special Ed teachers providing in class supports and teach intervention groups. Special Ed teachers have been covering large caseloads for several months due to lack of applicants for an unfilled Special Ed teacher allocation.

Strategy 4: EL Coach, Data Coach and Learning Facilitator have been providing in-classroom instructional coaching.

Next Steps:

Strategy 1: Increase frequency of walk-throughs.

Strategy 2: Identify equitable Special Education Resource Teacher caseloads for 2023-24.

Strategy 3: Re-define in-classroom instructional coaching by EL Coach and Learning Facilitator for 2-23-24.

Strategy 4: Implement Spring 2023 instructional rounds. Schedule and implement instructional rounds beginning early in the 2023-24 school

year.

Strategy 5: Build Master Schedule to increase opportunities for consistent EL Coach, Learning Facilitator and Special Education Teacher participation in PLCs across all grade levels.

Need:
Strategy 1: Site admin team to collaboratively schedule walk-throughs to ensure we are increasing the frequency for all teachers   **Strategy 2:** Communicate with site-based coaches regarding expectations for in-classroom supports, instructional rounds, and other assigned tasks and expectations to encompass expectations of the current Data Coach, as Mathews will be losing the Data Coach allocation for 2023-24.

Adult Learning Culture		
School Goal 2: School administrators will conduct walk-throughs of each classroom and provide documented feedback weekly.		
Improvement Strategies	**Intended Outcomes**	**Status Check 2 Status**
Implement consistent system of walk-throughs and provide feedback regarding instruction	All students will receive rigorous Tier 1 Instruction with appropriate scaffolds to help the access instruction. All teachers will implement rigorous Tier 1 instruction with just-in-time scaffolds. Student performance towards proficiency on grade level standards will increase.	Strong
Data Coach, Learning Facilitator, and EL Coach to provide regular in-classroom instructional coaching	All students will receive rigorous Tier 1 Instruction with appropriate scaffolds to help the access instruction. All teachers will implement rigorous	Strong

	Tier 1 instruction with just-in-time scaffolds. Student performance towards proficiency on grade level standards will increase.	
Staff instructional rounds/peer walk-throughs	All students will receive rigorous Tier 1 Instruction with appropriate scaffolds to help the access instruction. All teachers will implement rigorous Tier 1 instruction with just-in-time scaffolds. Student performance towards proficiency on grade level standards will increase.	At Risk
EL and Special Ed teachers to collaborate with classroom teachers regarding just-in-time scaffolds	All students will receive rigorous Tier 1 Instruction with appropriate scaffolds to help the access instruction. All teachers will implement rigorous Tier 1 instruction with just-in-time scaffolds. Student performance towards proficiency on grade level standards will increase.	Strong
Lessons Learned (Now)		

Strategy 1: Updated and implementing QR system for walk throughs which allows for immediate feedback for teachers

Strategy 2: EL Coach and Data Coach participate in grade level PLCs regularly. Learning Facilitator and Special Education Teachers have had less

consistent grade level PLC attendance due to constraints of their schedules.

Strategy 3: EL and Special Ed teachers providing in class supports and teach intervention groups. Special Ed teachers have been covering large caseloads for several months due to lack of applicants for an unfilled Special Ed teacher allocation.

Strategy 4: EL Coach, Data Coach and Learning Facilitator have been providing in-classroom instructional coaching.

Next Steps:

Strategy 1: Increase frequency of walk-throughs.

Strategy 2: Identify equitable Special Education Resource Teacher caseloads for 2023-24.

Strategy 3: Re-define in-classroom instructional coaching by EL Coach and Learning Facilitator for 2023-24.

Strategy 4: Implement Spring 2023 instructional rounds. Schedule and implement instructional rounds beginning early in the 2023-24 school year.

Strategy 5: Build Master Schedule to increase opportunities for consistent EL Coach, Learning Facilitator and Special Education Teacher participation in PLCs across all grade levels.

Need:

Strategy 1: Site admin team to collaboratively schedule walk-throughs to ensure we are increasing the frequency for all teachers

Strategy 2: Communicate with site-based coaches regarding expectations for in-classroom supports, instructional rounds, and other assigned tasks and expectations to encompass expectations of the current Data Coach, as Mathews will be losing the Data Coach allocation for 2023-24.

Connectedness

School Goal 3: Increase implementation of PBIS system by all staff schoolwide as determined by the number of Super Stars earned by students. 80% of staff will hand out at least 10 Super Stars per week.

Improvement Strategies	Intended Outcomes	Status Check 2 Status
Revisit expectations regarding PBIS implementation w/staff	Consistent implementation of PBIS system schoolwide	Strong

	Decreased student behavioral incidents Decreased number of alleged bullying incidents Increased student engagement in class/school Increased feelings of safety and security for students and staff	
Increase staff recognition and reward staff for PBIS implementation	Consistent implementation of PBIS system schoolwide Decreased student behavioral incidents Decreased number of alleged bullying incidents Increased student engagement in class/school Increased feelings of safety and security for students and staff	At Risk
Monthly SEL theme and activities	Consistent implementation of PBIS system schoolwide Decreased student behavioral incidents Decreased number of alleged bullying incidents Increased student engagement in class/school Increased feelings of safety and security for students and staff	Strong
Expand staff knowledge regarding restorative practices	Consistent implementation of PBIS system schoolwide Decreased student behavioral incidents Decreased number of alleged bullying incidents Increased student engagement in class/school Increased feelings of safety and security for students and staff	Strong
Lessons Learned (Now)		
Strategy 1: Expectations for implementing Schoolwide PBIS need to be continuously revisited with staff. **Strategy 2:** Need to show genuine appreciation for staff **Strategy 3:** Staff are encouraged to give out Staff Super Stars which will be entered in regular raffles for prizes		
Next:		
Strategy 1: Develop and implement system for counting/tracking the number of Super Stars given by staff members		

Strategy 2: Revisit goal of handing out at least 10 Super Stars per week

Strategy 3: Increase frequency of Staff Super Star raffle drawings

Strategy 4: Develop staff survey to identify what times of recognition, incentives they would find desirable and meaningful in increasing the number of Super Stars staff members are giving to students

Strategy 5: Increase frequency and strategies for providing recognition/rewards on a regular basis for staff members handing out at least 10 Super Stars per week

Need:

Strategy 1: Site PBIS committee to develop system for counting/tracking the number of Super Stars given by staff members

Strategy 2: Site PBIS committee to develop staff survey to identify what times of recognition, incentives they would find desirable and meaningful in increasing the number of Super Stars staff members are giving to students