

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: By the spring of 2024 we will increase the percentage of students scoring proficient on the SBAC ELA by 3% in grades 3-5. By the spring of 2024, we will increase the percentage of students scoring in the average to high range on the iReady reading assessment by 3% in grades K-2.			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
Virginia Palmer ES will implement the MTSS based "What I Need" intervention across all grade levels during designated intervention and enrichment time periods.	<i>All students will receive 45 minutes of small group instruction (daily) focused on district identified Essential Standards.</i>	At Risk	At Risk

Adult Learning Culture			
School Goal 2: During the 2023-2024 school year, Palmer staff will engage weekly in the PLC process that includes EL and resource to unpack essential standards, analyze common formative assessments, and use data to inform instructional decisions. Instructional decisions include intervention groups, enrichment groups, and small group instruction to increase student achievement by at least 3% in ELA on MAP for grades K-2, and SBAC in grades 3-5.			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
<i>Implement school-wide grade level PLCs on Tuesdays or Thursdays.</i>	All teachers will participate in weekly PLC meetings during the school day (in addition to Wednesday afternoons) and monthly school wide PLC meetings focusing on student success on Essential Standards.	At Risk	At Risk

Connectedness			
School Goal 3: During the 2022-2023 school year we will celebrate two students per teacher for the student of the month grade-level assembly and celebrate student SEL achievement through monthly raffle tickets of the SEL standard focus. This will lead to a 2% increase in students' overall SEL competency according to the 5th-grade student survey.			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status



Implement SEL standards and District Adopted Curriculum (Sanford Harmony) in grades K-5. Use Conscious Discipline in Pre-K along with Frog Street Curriculum.	All students will be exposed to the Sanford Harmony curriculum and have an opportunity to be recognized school wide through Student of the Month assemblies and SEL recognition.	At Risk	At Risk
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Status Check 1

Student Success		
School Goal 1: By the spring of 2024 we will increase the percentage of students scoring proficient on the SBAC ELA by 3% in grades 3-5. By the spring of 2024, we will increase the percentage of students scoring in the average to high range on the iReady reading assessment by 3% in grades K-2.		
Improvement Strategies	Intended Outcomes	Status Check 1 Status
Virginia Palmer ES will implement the MTSS based “What I Need” intervention across all grade levels during designated intervention and enrichment time periods.	<i>All students will receive 45 minutes of small group instruction (daily) focused on district identified Essential Standards. .</i>	At Risk
Lessons Learned (Now)		
Strategy 1: Small groups are mostly only occurring in classroom and teachers are not sharing students to address grade level needs.		
Next Steps:		
Strategy 1: Regroup students for WIN time based on winter i-Ready data Strategy 2: Strategy 3: Strategy 4:		
Need:		
Strategy 1: Winter i-Ready data Strategy 2:		



Strategy 3:

Strategy 4:

Adult Learning Culture

School Goal 2: During the 2023-2024 school year, Palmer staff will engage weekly in the PLC process that includes EL and resource to unpack essential standards, analyze common formative assessments, and use data to inform instructional decisions. Instructional decisions include intervention groups, enrichment groups, and small group instruction to increase student achievement by at least 3% in ELA on MAP for grades K-2, and SBAC in grades 3-5.

Improvement Strategies	Intended Outcomes	Status Check 1 Status
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Lessons Learned (Now)

Strategy 1: Focus adjusted from answering all four questions to planning high quality Tier 1 instruction in all grade levels. New teacher contract also required us to adjust master schedule to allow for planning and prep time.

Next Steps:

Strategy 1: Finalize master schedule and not make changes for the rest of the year.

Need:

Strategy 1: Master scheduled that is supported by available staff

Connectedness

School Goal 3: During the 2022-2023 school year we will celebrate two students per teacher for the student of the month grade-level assembly and celebrate student SEL achievement through monthly raffle tickets of the SEL standard focus. This will lead to a 2% increase in students' overall SEL competency according to the 5th-grade student survey.

Improvement Strategies	Intended Outcomes	Status Check 1 Status
Implement SEL standards and District Adopted Curriculum (Sanford Harmony) in grades K-5. Use Conscious Discipline in Pre-K along with Frog Street	All students will be exposed to the Sanford Harmony curriculum and have an opportunity to be recognized school wide through Student of the Month assemblies	At Risk



Curriculum.	and SEL recognition.	
Lessons Learned (Now)		
Strategy 1: Some of the SEL standards are hard to watch for and catch students to give them a shout out/recognition.		
Next Steps:		
Strategy 1: Continue to find ways for teachers to recognize students who are implementing the Sanford Harmony learning skills.		
Need:		
Strategy 1: Continue to implement Sanford Harmony and do a better job of talking about the units during morning announcements. Make a better connection between the units and SEL standards.		
Strategy 2: Create posters and QR code to support shout outs and unit implementation		

Status Check 2

Student Success		
<p>School Goal 1: School Goal 1: By the spring of 2024 we will increase the percentage of students scoring proficient on the SBAC ELA by 3% in grades 3-5. By the spring of 2024, we will increase the percentage of students scoring in the average to high range on the iReady reading assessment by 3% in grades K-2.</p>		
Improvement Strategies	Intended Outcomes	Status Check 2 Status
Virginia Palmer ES will implement the MTSS based “What I Need” intervention across all grade levels during designated intervention and enrichment time periods.	<i>All students will receive 45 minutes of small group instruction (daily) focused on district identified Essential Standards.</i>	At Risk
Lessons Learned (Now)		
Strategy 1: TA was not utilized and/or pulled for other assignments		
Strategy 2: Not all teachers are utilizing iReady data to support specific learning targets		



<p>Strategy 3: Not all teachers are sharing students during WIN time to better support specific learning targets</p> <p>Strategy 4:</p>
Next Steps:
<p>Strategy 1: Provide additional training on iReady resources</p> <p>Strategy 2: Set clear expectations for sharing students during WIN time</p> <p>Strategy 3: Rework WIN time structure, support, and expectations for the upcoming school year</p> <p>Strategy 4:</p>
Need:
<p>Strategy 1: Additional training/learning on iReady</p> <p>Strategy 2: Create 24-25 schedule to support WIN time for T2 & T3 interventions</p> <p>Strategy 3: Create clear expectations for WIN time</p> <p>Strategy 4:</p>

Adult Learning Culture		
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Improvement Strategies	Intended Outcomes	Status Check 2 Status
<p><i>Implement school-wide grade level PLCs on Tuesdays or Thursdays.</i></p>	<p>All teachers will participate in weekly PLC meetings during the school day (in addition to Wednesday afternoons) and monthly school wide PLC meetings focusing on student success on Essential Standards.</p>	<p>At Risk</p>



Lessons Learned (Now)

Strategy 1: Change in prep time eliminated PLC time

Strategy 2:

Strategy 3:

Strategy 4:

Next Steps:

Strategy 1: Change PLC to Wednesday afternoons

Strategy 2:

Strategy 3:

Strategy 4:

Need:

Strategy 1: Create 24-25 schedule to reflect PLC on Wednesday afternoons

Strategy 2: Create clear expectations and guidance for what will occur during 24-25 PLC times

Strategy 3:

Strategy 4:

Connectedness

School Goal 3: During the 2023-2024 school year we will celebrate two students per teacher for the student of the month grade-level



<p>assembly and celebrate student SEL achievement through monthly raffle tickets of the SEL standard focus. This will lead to a 2% increase in students' overall SEL competency according to the 5th-grade student survey.</p>		
Improvement Strategies	Intended Outcomes	Status Check 2 Status
<p>Implement SEL standards and District Adopted Curriculum (Sanford Harmony) in grades K-5. Use Conscious Discipline in Pre-K along with Frog Street Curriculum.</p>	<p>All students will be exposed to the Sanford Harmony curriculum and have an opportunity to be recognized school wide through Student of the Month assemblies and SEL recognition.</p>	
Lessons Learned (Now)		
<p>Strategy 1: Not all teachers are invested in handing out raffle tickets, using Dojo points, or scanning the QR code to recognize monthly SEL skills</p> <p>Strategy 2: The 15-minute SEL block may not always be utilized for SEL due to transition times, schedules, etc.</p> <p>Strategy 3:</p> <p>Strategy 4:</p>		
Next:		
<p>Strategy 1: Move towards the “den” system to encourage a school wide community</p> <p>Strategy 2: Provide feedback specific to SEL instruction</p> <p>Strategy 3: Ensure SEL time in 24-25 classroom schedules</p> <p>Strategy 4:</p>		
Need:		
<p>Strategy 1: “Den” committee for the 24-25 school year</p> <p>Strategy 2: Create 24-25 classroom schedules with dedicated SEL time</p>		



Strategy 3:

Strategy 4: