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:** By Spring 2024 ACCESS Assessment, there will be a decrease of 5% in the Entering phase, which will yield an increase in the Emerging, Developing, Expanding, Bridging and Reaching phases. By Spring 2024 i-Ready Diagnostic, 50% of students will have made their typical growth target based on baseline diagnostic assessment data. | | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** | **Status Check 2 Status** |
| GLAD/ELLevation | *Strengthen the capacity of teachers through professional development to properly implement the improvement strategies in the classroom to meet the needs of our EL learners.* | Strong | Strong |
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| **Adult Learning Culture** | | | |
| **School Goal 2:** By May 2024, the percentage of students scoring proficiently on ELA common assessments will grow by 10 percentage points per grade level class average. | | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** | **Status Check 2 Status** |
| Teachers will utilize PLC time to develop instruction/lessons to align to and address the Essential Standards in ELA (Tier 1 instructional practices). PLC notetakers will be utilized to help with the backwards planning process (instructional cycle) and housed in Teams so all grade level teachers, support staff, and administration can access. | *Strengthen PLC structures focusing on Essential Standards and common formative assessments to make data-based instructional decisions for student growth and success.* | Strong | Strong |
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| **Connectedness** | | | |
| **School Goal 3:** By May of 2024, Bennett will increase the attendance at school events by 25%. By May of 2024, we will decrease the chronic absenteeism rate. | | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** | **Status Check 2 Status** |
| *Family Engagement with SEL* | *Strengthen relationships with families and stakeholders and provide support in removing barriers affecting students’ chronic absenteeism.* | At Risk | Strong |
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# Status Check 1

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| **Student Success** | | |
| **School Goal 1:** By Spring 2024 ACCESS Assessment, there will be a decrease of 5% in the Entering phase, which will yield an increase in the Emerging, Developing, Expanding, Bridging and Reaching phases. By Spring 2024 i-Ready Diagnostic, 50% of students will have made their typical growth target based on baseline diagnostic assessment data. | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** |
| *GLAD/ELLevation* | *Strengthen the capacity of teachers through professional development to properly implement GLAD/ELLevation strategies in the classroom to meet the needs in Tier 1 instruction which will support EL learners as well.* | Strong |
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| **Lessons Learned (Now)** | | |
| **Strategy 1: PLC and planning time are vital for conversations around the student data to make instructional adjustments toward students' needs.**  **Strategy 2: Teachers need to be provided scheduled times to work on their lessons in i-ready**  **Strategy 3:**  **Strategy 4:** | | |
| **Next Steps:** | | |
| **Strategy 1: Continue to provide the time and support for teachers to discuss student data within their PLCs/planning time to create the next steps in supporting student growth in their classroom.**  **Strategy 2: Scheduled i-Ready time has been implemented for each teacher into the Master Schedule provided by our interventionists.**  **Strategy 3:**  **Strategy 4:** | | |
| **Need:** | | |
| **Strategy 1: Continued training in i-Ready, including understanding how to read reports and next steps, accessing interventions, and utilizing embedded supports and any further supports to continue student growth on the i-Ready.**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |

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| **Adult Learning Culture** | | |
| **School Goal 2:** By May 2024, the percentage of students scoring proficiently on ELA common assessments will grow by 10 percentage points per grade level class average. | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** |
| Teachers will utilize PLC time to develop instruction/lessons to align to and address the Essential Standards in ELA (Tier 1 instructional practices). PLC notetakers will be utilized to help with the backwards planning process (instructional cycle) and housed in Teams so all grade level teachers, support staff, and administration can access. | *Strengthen PLC structures focusing on Essential Standards and common formative assessments to make data-based instructional decisions for student growth and success.* | Strong |
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| **Lessons Learned (Now)** | | |
| **Strategy 1: Structures and accountability are necessary during PLCs to keep conversations on student data.**  **Strategy 2: With new master schedule reflecting the required prep minutes for teachers, PLCs have been shortened from 90 minutes to one hour. Previously, within the 90 minutes teachers received one hour of constructive PLC time to provide support in the improvement strategy. The final 30 minutes was to provide further grade level support based on their individual needs (e.g. professional development, reading i-Ready reports, housekeeping, additional student support). In order to be more productive during the hour, teachers need to be better prepared with time management, staying on task, and have their data graded and ready.**  **Strategy 3:**  **Strategy 4:** | | |
| **Next Steps:** | | |
| **Strategy 1: LF continue to promote grade-level norms during PLCs to align teachers and help keep them focused.**  **Strategy 2: Teachers will utilize planning time to further engage in conversations around student data, if the hour is not enough.**  **Strategy 3: Currently, teachers are transferring individual student data into a vertical spreadsheet for all grade levels prior to coming to their weekly PLC meetings.**  **Strategy 4:** | | |
| **Need:** | | |
| **Strategy 1:**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |

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| **Connectedness** | | |
| **School Goal 3:** By May of 2024, Bennett will increase the attendance at school events by 25%. By May of 2024, we will decrease the chronic absenteeism rate. | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 1 Status** |
| *Family Engagement with SEL* | *Strengthen relationships with families and stakeholders and provide support in removing barriers affecting students’ chronic absenteeism.* | At Risk |
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| **Lessons Learned (Now)** | | |
| **Strategy 1: The absence of our FACE liaison has presented barriers, with some responsibilities not being met in supporting relationships with families. School leaders and admin were able to step in to plan and execute the winter family event in the absence of the FACE liaison position. They resigned from the district one month before the event.**  **Strategy 2: Admin, counselor/social worker and learning facilitator will continue to meet weekly to discuss students who are chronically absent and plan next steps to support students and families.**  **Strategy 3:**  **Strategy 4:** | | |
| **Next Steps:** | | |
| **Strategy 1: Admin, counselor/social worker, and learning facilitator will take on more responsibilities in the absence of the FACE liaison position to continue strengthening the relationships with stakeholders and help remove barriers for families affecting students’ chronic absenteeism.**  **Strategy 2: Continue to host Coffee and Conversations to strengthen relationships with families.**  **Strategy 3:**  **Strategy 4:** | | |
| **Need:** | | |
| **Strategy 1: The counselor will play a big role in filling in without having a FACE Liaison. She will focus on volunteers and continue to provide support around resources, while Learning Facilitator and admin will provide support around instruction.**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |

# Status Check 2

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| **Student Success** | | |
| **School Goal 1:** By Spring 2024 ACCESS Assessment, there will be a decrease of 5% in the Entering phase, which will yield an increase in the Emerging, Developing, Expanding, Bridging and Reaching phases. By Spring 2024 i-Ready Diagnostic, 50% of students will have made their typical growth target based on baseline diagnostic assessment data. | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 2 Status** |
| *GLAD/ELLevation* | *Strengthen the capacity of teachers through professional development to properly implement GLAD/ELLevation strategies in the classroom to meet the needs in Tier 1 instruction which will support EL learners as well.* | Strong |
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| **Lessons Learned (Now)** | | |
| **Strategy 1: The Walk-Through Form used to collect data during learning walks has been an essential tool for providing teacher feedback and further support where needed.** | | |
| **Next Steps:** | | |
| **Strategy 1: The master schedule was revised mid-year to accommodate allotted PLC times for teachers to have vital conversations about student data and make instructional adjustments based on students’ needs. The master schedule will continue to reflect the allotted time for grade-level PLCs.** | | |
| **Need:** | | |
| **Strategy 1: Continued training in i-Ready, including the next steps to increase teacher capacity in implementing interventions.**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |

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| **Adult Learning Culture** | | |
| **School Goal 2:** By May 2024, the percentage of students scoring proficiently on ELA common assessments will grow by 10 percentage points per grade level class average. | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 2 Status** |
| Teachers will utilize PLC time to develop instruction/lessons to align to and address the Essential Standards in ELA (Tier 1 instructional practices). PLC notetakers will be utilized to help with the backwards planning process (instructional cycle) and housed in Teams so all grade level teachers, support staff, and administration can access. | *Strengthen PLC structures focusing on Essential Standards and common formative assessments to make data-based instructional decisions for student growth and success.* | Strong |
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| **Lessons Learned (Now)** | | |
| **Strategy 1: The PLC notetaker plays an integral role in guiding the productivity of collaboration around student data, student learning, and grade-level planning, especially due to the decrease in allotted PLC time from 90 minutes to now 60 minutes a week. It offers a very structured dialogue within the PLC format.**  **Strategy 2: Creating a school-wide Excel spreadsheet where weekly common assessment data is collected has helped streamline the organization, accountability, and productivity around student data.**  **Strategy 3:**  **Strategy 4:** | | |
| **Next Steps:** | | |
| **Strategy 1: If the hour is not enough, continue to utilize planning time to engage in conversations about student data.**  **Strategy 2: Continue to use the PLC notetaker and the school-wide weekly common assessment datasheet to align teachers and keep them focused.**  **Strategy 3:**  **Strategy 4:** | | |
| **Need:** | | |
| **Strategy 1:**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |

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| **Connectedness** | | |
| **School Goal 3:** By May of 2024, Bennett will increase the attendance at school events by 25%. By May of 2024, we will decrease the chronic absenteeism rate. | | |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 2 Status** |
| *Family Engagement with SEL* | *Strengthen relationships with families and stakeholders and provide support in removing barriers affecting students’ chronic absenteeism.* | Strong |
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| **Lessons Learned (Now)** | | |
| **Strategy 1: In the absence of our FACE Liaison, the counselor, administration, learning facilitator, and social worker have taken on more responsibilities in supporting relationships with families and stakeholders. A Class Dojo group has been created for our approved volunteers to promote volunteer opportunities at our school.**  **Strategy 2: Coffee & Conversations for families started late in our FACE Liaison's absence, but three were conducted after winter break, and one more is scheduled for the end of May.**  **Strategy 3:**  **Strategy 4:** | | |
| **Next:** | | |
| **Strategy 1: There will no longer be a Face Liaison position for the 2024-2025 school year. The counselor, social worker, learning facilitator, and administration will share those roles and responsibilities. Specifically, the counselor will focus on volunteers and continue to provide support around resources, and the learning facilitator will provide support around instruction. The administration will help guide and support both entities.**  **Strategy 2: The administration, counselor/social worker, and learning facilitator will continue to meet weekly to discuss chronically absent students and plan the next steps to support them and their families.**  **Strategy 3:**  **Strategy 4:** | | |
| **Need:** | | |
| **Strategy 1:**  **Strategy 2:**  **Strategy 3:**  **Strategy 4:** | | |