

# 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			
<b>School Goal 1:</b> <i>Using the 22/23 data as a continued measure of growth, current 5<sup>th</sup> grade students will grow by 10% in mathematics over the next year as measured by the cohorts 5<sup>th</sup> grade SBAC overall scores.</i>			
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>
Aligning grade level PLCs vertically to Address Math and instructional strategies and address Math vocabulary for students.	Improvement in Math scores on SBAC over time in all subgroups.	strong	strong

Adult Learning Culture			
<b>School Goal 2:</b> <i>Improve the structure of MTSS and PLCs to support all learners by analyzing student common assessment data, develop plans for intervention and/or acceleration for all students over the course of the 23/24 school year.</i>			
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>
Provide schoolwide PLC training and consistent and regular MTSS Meetings to ensure consistent PLC practices and to ensure that we are tiering students that need extra support.	All learners will be supported in all subgroups and show growth.	Strong	strong

Connectedness			
<b>School Goal 3:</b> <i>Over the 2023/2024 school year 20% of Westergard students will increase in areas of self management of emotions and social awareness as</i>			



<i>measured by the student climate survey given 2-5 twice during the school year.</i>			
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>
Westergard Staff will continue training on Samford Harmony SEL Curriculum to implement SEL strategies across the school.	Students will increase in the areas of self management of emotions and social awareness as measured by the student climate survey.	AT risk	AT risk

## Status Check 1

Student Success		
<b>School Goal 1:</b> <i>Using the 22/23 data as a continued measure of growth, current 5<sup>th</sup> grade students will grow by 10% in mathematics over the next year as measured by the cohorts 5<sup>th</sup> grade SBAC overall scores.</i>		
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>	
Aligning grade level PLCs vertically to Address Math Instructional Strategies and Math vocabulary for Students.	That school wide we will have a common language and math and all students will have access to the math curriculum.	Strong
Lessons Learned (Now)		
<b>Strategy 1:</b> Common planning time  <b>Strategy 2:</b> Tier one and data analysis weekly  <b>Strategy 3:</b> Observation and feedback.		



<b>Strategy 4:</b>
<b>Next Steps:</b>
<b>Strategy 1:</b>  <b>Strategy 2:</b>  <b>Strategy 3:</b>  <b>Strategy 4:</b>
<b>Need:</b>
<b>Strategy 1:</b> We need a district math program that is aligned K-5 to ensure common vocabulary.  <b>Strategy 2:</b>  <b>Strategy 3:</b>  <b>Strategy 4:</b>

Adult Learning Culture		
<b>School Goal 2:</b> <i>Improve the structure of MTSS and PLCs to support all learners by analyzing student common assessment data, develop plans for intervention and/or acceleration for all students over the course of the 23/24 school year.</i>		
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.	
Provide schoolwide PLC training and consistent and regular MTSS Meetings to ensure consistent PLC practices and to ensure that we are tiering students that need extra support.	All learners will be supported in all subgroups and show growth.	Strong



<b>Lessons Learned (Now)</b>		
Strategy 1:Common Planning time		
Strategy 2:Regularly scheduled MTSS Meetings		
Strategy 3: Demonstrations on bringing a child before the MTSS Team.		
Strategy 4:		
<b>Next Steps:</b>		
Strategy 1:		
Strategy 2:		
Strategy 3:		
Strategy 4:		
<b>Need:</b>		
Strategy 1:		
Strategy 2:		
Strategy 3:		
Strategy 4:		

<b>Connectedness</b>
<b>School Goal 3:</b> <i>Over the 2023/2024 school year 20% of Westergard students will increase in areas of self management of emotions and social awareness as measured by the student climate survey given 2-5 twice during the school year.</i>



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>	
Westergard Staff will continue training on Samford Harmony SEL Curriculum to implement SEL strategies across the school.	Students will increase in the areas of self management of emotions and social awareness as measured by the student climate survey.	At Risk
<b>Lessons Learned (Now)</b>		
<b>Strategy 1: Follow up on training and coaching with Principal, Counselor and Staff.</b>  <b>Strategy 2:</b>  <b>Strategy 3:</b>  <b>Strategy 4:</b>		
<b>Next Steps:</b>		
<b>Strategy 1:</b>  <b>Strategy 2:</b>  <b>Strategy 3:</b>  <b>Strategy 4:</b>		
<b>Need:</b>		
<b>Strategy 1: A training from district personnel on the Samford Harmony Curriculum.</b>  <b>Strategy 2:</b>		



Strategy 3:

Strategy 4:

## Status Check 2

Student Success		
<b>School Goal 1:</b> <i>Using the 22/23 data as a continued measure of growth, current 5<sup>th</sup> grade students will grow by 10% in mathematics over the next year as measured by the cohorts 5<sup>th</sup> grade SBAC overall scores.</i>		
Improvement Strategies	Intended Outcomes	Status Check 2 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>	
Aligning grade level PLCs vertically to Address Math Instructional Strategies and Math vocabulary for Students.	School wide we will have a common language and math and all students will have access to the math curriculum.	Strong
Lessons Learned (Now)		
<b>Strategy 1:</b> Grade levels need time to talk to each other about common vocabulary. For example, first grade needs to talk to second grade, in particular, about the differences in vocabulary.		
<b>Strategy 2:</b>		
<b>Strategy 3:</b>		
<b>Strategy 4:</b>		
Next Steps:		



<b>Strategy 1:</b> Plan some time for first and second grade teams to meet about math vocabulary.  <b>Strategy 2:</b>  <b>Strategy 3:</b>  <b>Strategy 4:</b>
<b>Need:</b>
<b>Strategy 1:</b> We need a district math curriculum that is aligned K-5 to ensure common vocabulary.  <b>Strategy 2:</b>  <b>Strategy 3:</b>  <b>Strategy 4:</b>

Adult Learning Culture		
<b>School Goal 2:</b> <i>Improve the structure of MTSS and PLCs to support all learners by analyzing student common assessment data, develop plans for intervention and/or acceleration for all students over the course of the 23/24 school year.</i>		
Improvement Strategies	Intended Outcomes	Status Check 2 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>	
Provide schoolwide PLC training and consistent and regular MTSS Meetings to ensure consistent PLC practices and to ensure that we are tiering students that need extra support.	All learners will be supported in all subgroups and show growth.	Strong
Lessons Learned (Now)		





<b>Strategy 1: We need more days to sub out teachers to hold MTSS Meetings.</b>
<b>Strategy 2:</b>
<b>Strategy 3:</b>
<b>Strategy 4:</b>
<b>Next Steps:</b>
<b>Strategy 1:</b>
<b>Strategy 2:</b>
<b>Strategy 3:</b>
<b>Strategy 4:</b>
<b>Need:</b>
<b>Strategy 1: We need enough substitute teachers to hold quarterly MTSS meetings.</b>
<b>Strategy 2:</b>
<b>Strategy 3:</b>
<b>Strategy 4:</b>

Connectedness		
<b>School Goal 3:</b> <i>Over the 2023/2024 school year 20% of Westergard students will increase in areas of self management of emotions and social awareness as measured by the student climate survey given 2-5 twice during the school year.</i>		
Improvement Strategies	Intended Outcomes	Status Check 2 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>	
Westergard Staff will continue training on Samford	Students will increase in the areas of self management of	At Risk



Harmony SEL Curriculum to implement SEL strategies across the school.	emotions and social awareness as measured by the student climate survey.	
<b>Lessons Learned (Now)</b>		
<b>Strategy 1: Teachers have built in SEL strategies, such as morning meetings, feeling boards and so forth.</b>		
<b>Strategy 2:</b>		
<b>Strategy 3:</b>		
<b>Strategy 4:</b>		
<b>Next:</b>		
<b>Strategy 1: Learn how to use the S. Harmony Curriculum on a consistent basis.</b>		
<b>Strategy 2:</b>		
<b>Strategy 3:</b>		
<b>Strategy 4:</b>		
<b>Need:</b>		
<b>Strategy 1: We need training from district personnel on accessing and using the Harmony Curriculum.</b>		
<b>Strategy 2:</b>		
<b>Strategy 3:</b>		
<b>Strategy 4:</b>		