

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: <i>Van Gorder has a goal to increase the current percentage of only 54% of students sharing their confidence in recognizing their "Self-Management of Emotion" skills by 10% from the 2021 Student Climate Survey, which was at 58% in November of 2020.</i> | | | |
| Improvement Strategies | Intended Outcomes | Status Check 1 Status | Status Check 2 Status |
| 1. Provide PD and PLC's with time for staff to work together and build their capacities in and around SEL. 2. Provide more opportunities in class for students to engage with SEL strategies and discuss their needs. 3. Work with school counselor and the SEL team to find ways to further integrate the Zones of Regulation and the common language into everyday lessons and interactions. 4. Spring training on restorative practices. | See Goal | Strong | |

| Adult Learning Culture | | | |
|--|-------------------|-----------------------|-----------------------|
| School Goal 2: <i>Van Gorder will utilize our CFA's to drive our PLC structures utilizing the TACA (Team Analysis of Common Assessments) form to drive the conversations and maintain a focus on the current data available to us. The goal is to have 2 completed TACA's per grade level, per quarter.</i> | | | |
| Improvement Strategies | Intended Outcomes | Status Check 1 Status | Status Check 2 Status |
| Allow staff to PLC on a flexible Schedule. Look at the pacing and essential standards closer. Continue to provide PD and PLC time for teams to learn together. | See Goal | At Risk | |

| Connectedness | | | |
|---|-------------------|-----------------------|-----------------------|
| School Goal 3: <i>Van Gorder will focus efforts on engaging more families into our school community, with the goal of increasing the number of parents that are actively involved members of our PFA, opportunities for families to be in the school for events during the day (Concerts, Performances, NV Day Parade, Market Days, etc.) and overall attendance at school functions/meetings.</i> | | | |
| Improvement Strategies | Intended Outcomes | Status Check 1 Status | Status Check 2 Status |
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| We intend to provide more opportunities to engage our families in their child's education through events both during the day and in the evenings along with parent conferences in the fall and spring, PFA meetings and general school events such as Back to School Nights. | See Goal | Strong | |
|--|----------|--------|--|

Status Check 1

| Student Success | | |
|--|-------------------|-----------------------|
| School Goal 1: <i>Van Gorder has a goal to increase the current percentage of only 54% of students sharing their confidence in recognizing their "Self-Management of Emotion" skills by 10% from the 2021 Student Climate Survey, which was at 58% in November of 2020.</i> | | |
| Improvement Strategies | Intended Outcomes | Status Check 1 Status |
| Provide PD and PLC's with time for staff to work together and build their capacities in and around SEL. 2. Provide more opportunities in class for students to engage with SEL strategies and discuss their needs. 3. Work with school counselor and the SEL team to find ways to further integrate the Zones of Regulation and the common language into everyday lessons and interactions. 4. Spring training on restorative practices. | See Goal | Strong |
| Lessons Learned (Now) | | |
| Strategy 1: While students were being met in whole group guidance time, there was identified times needed for more small-group work with some students to meet this goal. | | |
| Strategy 2: Giving time to model effective strategies and seeing it used in their classrooms by our guidance counselor has been extremely helpful. | | |
| Strategy 3: | | |
| Strategy 4: | | |
| Next Steps: | | |



Strategy 1: Within staff P.D. continue to model meet-up and buddy-up practices with each other to engage the staff in the importance of these conversations with their students and each other. Integrate the Zones of regulation into these discussions as a form of acknowledging others feelings.

Strategy 2: Share the positive outcomes of those classrooms that have implemented restorative circles and allow for other teachers to observe them in model classrooms.

Strategy 3: Continue to follow-up with individual teachers that have not found their comfort level in these practices.

Strategy 4:

Need:

Strategy 1: More time to be in PLC's. (This time has been recaptured for teacher prep time).

Strategy 2: Annual full-course refresher and allow others the ability to model the ways in which these practices are making changes in their classrooms.

Strategy 3:

Strategy 4:

Adult Learning Culture

School Goal 2: Van Gorder will utilize our CFA's to drive our PLC structures utilizing the TACA (Team Analysis of Common Assessments) form to drive the conversations and maintain a focus on the current data available to us. The goal is to have 2 completed TACA's per grade level, per quarter.

| Improvement Strategies | Intended Outcomes | Status Check 1 Status |
|--|-------------------|-----------------------|
| Allow staff to PLC on a flexible Schedule. Look at the pacing and essential standards closer. Continue to provide PD and PLC time for teams to learn together. | See Goal | At Risk |

Lessons Learned (Now)

Strategy 1: When we take away the PLC time, our ability to get in depth on the analyzing of the data is limited.

Strategy 2: Some teams are still completing the TACA form as a task and not a tool to guide the discussion.



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| Strategy 3: |
| Strategy 4: |
| Next Steps: |
| Strategy 1: Work to refine TACA form to be more meaningful with input from the grade level teams. Possibly shorten it up by removing some questions. |
| Strategy 2: Assign roles in PLC's for taking the notes, preparing the data and have one person pull the reports from School City. |
| Strategy 3: Use outside of contract hours funding (ESSER) to have additional PLC time for teachers to dive deeper into the data. |
| Strategy 4: |
| Need: |
| Strategy 1: |
| Strategy 2: |
| Strategy 3: |
| Strategy 4: |

| Connectedness | | |
|---|-------------------|-----------------------|
| School Goal 3: <i>Van Gorder will focus efforts on engaging more families into our school community, with the goal of increasing the number of parents that are actively involved members of our PFA, opportunities for families to be in the school for events during the day (Concerts, Performances, NV Day Parade, Market Days, etc.) and overall attendance at school functions/meetings.</i> | | |
| Improvement Strategies | Intended Outcomes | Status Check 1 Status |
| We intend to provide more opportunities to engage our families in their child's education through events both during the day and in the evenings along with parent conferences in the fall and spring, PFA meetings and | See Goal | At Risk |



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| general school events such as Back to School Nights. | | |
| Lessons Learned (Now) | | |
| Strategy 1: We have been working towards this and have now adjusted many ways in which we provide opportunities for families to join us at school. Music concerts are now “informances” and individual classes now showcase their skills for their families in a smaller setting to allow all students to participate. | | |
| Strategy 2: There are still many families that are preferring to social distance and not attend due to loved ones at home that may be more vulnerable to sickness. | | |
| Strategy 3: Parent conferences have been extremely valuable in using some of the time to coach families on ways that they can improve skills at home for their children | | |
| Strategy 4: | | |
| Next Steps: | | |
| Strategy 1: Planning for the coming year and the remainder of this year will keep the group sizes smaller to allow for families to have more time to engage with the school staff and their individual child. | | |
| Strategy 2: Planning events that are outside (depending on weather) that will encourage more families to attend. | | |
| Strategy 3: | | |
| Strategy 4: | | |
| Need: | | |
| Strategy 1: Continued support from the PFA in promoting events and holding events at various times through the day. | | |
| Strategy 2: Having families that always participate and volunteer, reach out to other families that they know and personally invite them to help get others onboard. | | |
| Strategy 3: | | |
| Strategy 4: | | |



Status Check 2

| Student Success | | |
|--|-------------------|-----------------------|
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| Improvement Strategies | Intended Outcomes | Status Check 2 Status |
| Provide PD and PLC’s with time for staff to work together and build their capacities in and around SEL. 2. Provide more opportunities in class for students to engage with SEL strategies and discuss their needs. 3. Work with school counselor and the SEL team to find ways to further integrate the Zones of Regulation and the common language into everyday lessons and interactions. 4. Spring training on restorative practices. | See Goal | |
| Lessons Learned (Now) | | |
| Strategy 1: Strategy 2: Strategy 3: Strategy 4: | | |
| Next Steps: | | |
| Strategy 1: Strategy 2: Strategy 3: Strategy 4: | | |



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| Need: |
| Strategy 1: Strategy 2: Strategy 3: Strategy 4: |

| Adult Learning Culture | | |
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| School Goal 2: <i>Van Gorder will utilize our CFA's to drive our PLC structures utilizing the TACA (Team Analysis of Common Assessments) form to drive the conversations and maintain a focus on the current data available to us. The goal is to have 2 completed TACA's per grade level, per quarter.</i> | | |
| Improvement Strategies | Intended Outcomes | Status Check 2 Status |
| Allow staff to PLC on a flexible Schedule. Look at the pacing and essential standards closer. Continue to provide PD and PLC time for teams to learn together. | See Goal | |
| Lessons Learned (Now) | | |
| Strategy 1: Strategy 2: Strategy 3: Strategy 4: | | |
| Next Steps: | | |
| Strategy 1: Strategy 2: Strategy 3: | | |



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| Strategy 4: |
| Need: |
| Strategy 1: |
| Strategy 2: |
| Strategy 3: |
| Strategy 4: |

| Connectedness | | |
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| School Goal 3: <i>Van Gorder will focus efforts on engaging more families into our school community, with the goal of increasing the number of parents that are actively involved members of our PFA, opportunities for families to be in the school for events during the day (Concerts, Performances, NV Day Parade, Market Days, etc.) and overall attendance at school functions/meetings.</i> | | |
| Improvement Strategies | Intended Outcomes | Status Check 2 Status |
| We intend to provide more opportunities to engage our families in their child's education through events both during the day and in the evenings along with parent conferences in the fall and spring, PFA meetings and general school events such as Back to School Nights. | See Goal | |
| Lessons Learned (Now) | | |
| Strategy 1: | | |
| Strategy 2: | | |
| Strategy 3: | | |
| Strategy 4: | | |
| Next: | | |



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| Strategy 1: |
| Strategy 2: |
| Strategy 3: |
| Strategy 4: |
| Need: |
| Strategy 1: |
| Strategy 2: |
| Strategy 3: |
| Strategy 4: |