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: The number of students proficient in ELA will increase from 26% to 36% and in math from 21% to 31%, as measured by 2024 Summative SBAC Assessments; Desert Heights will increase ACCESS AGP and students meeting AGP by 5%.			
Improvement Strategies	**Intended Outcomes**	**Status Check 1 Status**	**Status Check 2 Status**
Copy/paste Improvement Strategies identified in the SPP Roadmap. Add/delete rows as needed.	*Copy/paste Intended Outcomes identified in the SPP Roadmap.*	*Update after Status Check 1*	*Update after Status Check 2*
• WIDA Overview PL on Language Acquisition, Training on ELLevation Platform, Addition of language strategies from ELLevation, Learning Walks around ELLevation Strategies, Coaching support around strategies	Designed to enhance language acquisition and support English Language Learners (ELLs). The incorporation of the WIDA Overview Professional Learning (PL) suggests a focus on understanding the WIDA framework, which is widely used for English language development. The training on the ELLevation Platform and the addition of language strategies from ELLevation indicate a commitment to leveraging technology and research-based strategies to further support language acquisition. ELLevation is known for its resources tailored to ELLs, so integrating its platform and strategies could provide valuable tools for both teachers and students. Learning Walks around ELLevation strategies suggest an observational approach to understand how these strategies are implemented in classrooms. This hands-on method can foster a collaborative environment and help identify areas of success and improvement. Coaching support around strategies underscores the importance of ongoing professional development and personalized assistance for educators. It ensures that	At Risk	

	teachers have the necessary guidance to effectively implement language strategies and support ELLs in their classrooms. Overall, the intended outcome of this strategy appears to be a more inclusive and effective learning environment for English Language Learners, aligning with your focus on inclusion in special education. It reflects a comprehensive approach to language acquisition that involves professional development, technology integration, observational learning, and ongoing support for educators.		
• *Utilize Number Talks, Rocket Math, Manipulatives, i-Ready, Academic Language, and Envisions Math Curriculum to improve student proficiency in math during whole and small group instruction, Student Centered Mathematics.*	To enhance student proficiency in math through a multifaceted approach during both whole and small group instruction. Let's break down the components: 1. Number Talks: This strategy likely aims to improve students' mental math skills, number sense, and the ability to articulate mathematical reasoning in a group setting. The goal is to foster a deeper understanding of mathematical concepts through discussion. 2. Rocket Math: The inclusion of Rocket Math suggests a focus on building students' fluency in basic arithmetic and mathematical facts. This program often involves structured, repetitive practice to reinforce computational skills. 3. Manipulatives: The use of manipulatives indicates a hands-on, visual approach to learning math. It aims to help students grasp	At Risk	

	abstract mathematical concepts by providing tangible, physical representations.		
	4. i-Ready: i-Ready is likely incorporated for personalized online instruction and assessment, tailoring learning experiences to individual student needs. The platform can provide valuable data to inform instruction and identify areas of strength and improvement.		
	5. Academic Language: Incorporating academic language emphasizes the importance of students not only understanding mathematical concepts but also being able to communicate them effectively. This can contribute to improved comprehension and expression of mathematical ideas.		
	6. Envisions Math Curriculum: The use of a specific math curriculum, such as Envisions, suggests a structured and comprehensive approach to teaching mathematical concepts. It likely provides a framework for sequential learning and skill development.		
	7. Student-Centered Mathematics: This approach places the student at the center of the learning process, encouraging active engagement and critical thinking. It aligns with modern pedagogical approaches that aim to develop students' independence and problem-solving skills.		
	The overarching goal of this strategy is to create a dynamic and effective math learning environment that addresses various aspects of		

	mathematical proficiency, including conceptual understanding, fluency, communication, and individualized support. By combining these elements, the strategy aims to improve overall student achievement in math.		
• *Utilize Heggerty (3), Leveled Readers and Benchmark Curriculum to improve student proficiency in ELA in whole and small group instruction (2)*	To enhance student proficiency in English Language Arts (ELA) through a targeted approach during both whole and small group instruction. Let's break down the components: 1. Heggerty: This likely refers to the Heggerty Phonemic Awareness curriculum, which is designed to develop students' phonological awareness skills. The goal is to improve students' ability to recognize and manipulate the sounds of spoken language, which is foundational for early literacy. 2. Leveled Readers: The use of leveled readers indicates a focus on providing students with reading materials that match their individual reading levels. This approach supports differentiated instruction, allowing students to progress at their own pace and build reading skills at an appropriate difficulty level. 3. Benchmark Curriculum: The inclusion of a benchmark curriculum suggests a comprehensive and structured approach to ELA instruction. Benchmark programs typically provide a scope and sequence for literacy skills development, including reading, writing, and language arts. The overarching goal of this strategy is to create a targeted and effective ELA learning	Strong	

environment that addresses key components of literacy development. By incorporating phonemic awareness activities with Heggerty, providing leveled readers for differentiated instruction, and utilizing a benchmark curriculum, the strategy aims to improve students' overall proficiency in English Language Arts. The combination of whole and small group instruction allows for a balance between addressing the collective needs of the class and providing targeted support for individual students.

Adult Learning Culture			

School Goal 2: By the end of the 2023-2024 school year, all learning targets and unit learning goals (Understanding goals, Knowledge goals, and skill goals) will be aligned to the essential standards and NVACs. Lessons, assignments and activities in ELA and Mathematics will be aligned to instructional plans that focus planning and preparation efforts with WCSD curriculum guidance documents, essential standards, teaching techniques and engagement strategies. Student work samples will show a 10% increase in the number of students meeting or exceeding standards.

Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
• Administration will conduct Trust Based Observation cycles with teachers every 3-4 weeks with a focus on ensuring Learning Targets are clear and explicit and students understand what they are learning, why they are learning it, and how they know if they learned it. In addition, teachers regularly provide performances of understanding so students have opportunities to demonstrate their level of knowledge, skill and/or understanding.	To enhance the teaching and learning environment through Trust-Based Observation cycles, with a specific focus on clarity of learning targets and student understanding. Let's break down the components: 1. Trust-Based Observation Cycles: This approach implies a collaborative and trusting relationship between administrators and teachers during the observation process. The goal is likely to create an environment where teachers feel supported and where constructive feedback can be provided to enhance teaching practices.	Strong	

	2. Focus on Learning Targets: The emphasis on ensuring that learning targets are clear and explicit indicates a commitment to precision in instructional goals. This clarity is crucial for both teachers and students to understand the specific learning objectives, fostering a more effective and focused teaching and learning process. 3. Student Understanding: The strategy aims to ensure that students not only know what they are learning but also understand why they are learning it and how to assess their own learning. This student-centered approach promotes a deeper level of engagement and comprehension. 4. Performances of Understanding: Teachers regularly providing performances of understanding suggests an active and participatory learning environment. These performances can take various forms, such as projects, presentations, or assessments, allowing students to demonstrate their knowledge, skills, and understanding in a tangible way. The overarching goal of this strategy is to create a culture of trust and collaboration, with a clear focus on instructional clarity and student understanding. By conducting regular observation cycles, emphasizing learning targets, and incorporating opportunities for students to showcase their understanding, the strategy aims to improve the overall quality of		

	teaching and learning in the school. It supports a reflective and student-centered approach to education.		
• Weekly PLC meetings with grade level and "specialists" to discuss data, planning of instruction and pacing, and the weekly common assessments for ELA and math. During the PLC, teachers bring samples and data from agreed upon assessments, set SMART goals, and discuss plans for their upcoming lessons based on the pacing and students' assessments	To foster collaboration among teachers, enhance data-driven decision-making, and improve instructional planning and pacing. Let's break down the components: 1. Weekly PLC Meetings:*Regular and frequent PLC meetings provide a structured platform for teachers to collaborate, share insights, and collectively address challenges. The weekly nature of these meetings ensures ongoing communication and collaboration. 2. Data Discussion:The focus on data indicates a commitment to using evidence-based information to inform instructional decisions. By discussing student data, teachers can identify trends, strengths, and areas for improvement, allowing for targeted interventions and personalized instruction. 3. Planning of Instruction and Pacing: Collaborative planning of instruction ensures alignment among teachers regarding curriculum, pacing, and instructional strategies. This helps maintain consistency across grade levels and subjects, creating a more cohesive and supportive learning experience for students. 4. Weekly Common Assessments: The inclusion of common assessments for ELA and math ensures that teachers have a shared understanding of student performance. It	At Risk	

	allows for a unified approach to assessment, making it easier to track progress and adjust instruction accordingly. 5. Samples and Data Sharing: Teachers bringing samples and data from agreed-upon assessments during PLC meetings suggests a commitment to transparency and open discussion. Sharing this information allows for a deeper understanding of student work and facilitates collaborative problem-solving. 6. Setting SMART Goals: The incorporation of SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) during PLC meetings implies a focus on setting clear, measurable objectives for student learning. This goal-setting process provides a framework for tracking progress and celebrating achievements. The overarching goal of this strategy is to create a collaborative and data-informed culture within the school. By engaging in weekly PLC meetings, teachers can collectively analyze data, set goals, and plan instruction to address the specific needs of their students. This collaborative and reflective approach aims to enhance the overall quality of teaching and learning in ELA and math.		

Connectedness
School Goal 3: Decrease chronic absenteeism by 10% from 32% to 22%

Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
• Foster a school environment that is safe, welcoming, and inclusive, where students want to come to school and are reinforced for perfect attendance.	To cultivate a positive school culture that is safe, welcoming, and inclusive. Additionally, the strategy aims to create an environment where students are motivated to attend regularly, and perfect attendance is acknowledged and reinforced. Let's break down the components: 1. Safe and Welcoming Environment: The focus on a safe and welcoming environment indicates a commitment to creating a school atmosphere where students feel physically and emotionally secure. This can contribute to a positive overall experience for students. 2. Inclusive Atmosphere: The strategy also emphasizes inclusivity, suggesting an intention to celebrate diversity and ensure that all students feel a sense of belonging within the school community. Inclusivity promotes a supportive environment for learning. 3. Motivation for Regular Attendance: By fostering an environment where students want to come to school, the strategy aims to increase student motivation for regular attendance. This could involve creating engaging and meaningful learning experiences that make students excited about being present. 4. Reinforcement for Perfect Attendance: Acknowledging and reinforcing perfect attendance signals an encouragement for consistent attendance habits. This positive reinforcement can include recognition, rewards,	Strong	

	or other incentives to motivate students to attend school regularly. The overarching goal of this strategy is to create a school culture that values attendance, promotes a sense of belonging, and provides a positive and supportive environment for learning. A safe, welcoming, and inclusive school setting can contribute to increased student engagement, overall well-being, and academic success. Additionally, reinforcing perfect attendance encourages the development of good attendance habits, which can positively impact students' educational outcomes.		
• With schoolwide implementation and consistent data analysis of our MTSS/PBIS model, students will understand and exhibit the MTSS/PBIS expectations, as well as build peer relationships, regulate and solve conflicts with taught tools to grow both socially and academically.	To promote a positive and inclusive school environment through the implementation of the Multi-Tiered System of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS) model. Let's break down the components: 1. Schoolwide Implementation:The strategy involves the comprehensive adoption of the MTSS/PBIS model across the entire school. This indicates a commitment to consistency in the application of behavioral and academic support strategies. 2. Consistent Data Analysis: The emphasis on consistent data analysis suggests a commitment to monitoring and assessing the effectiveness of the MTSS/PBIS model. Regular analysis of data allows for informed decision-making and adjustments to the intervention strategies based on observed outcomes. 3. Understanding and Exhibiting Expectations: The goal is for students to comprehend and	At Risk	

	demonstrate the expectations outlined in the MTSS/PBIS model. This includes both behavioral expectations and academic engagement, fostering a positive and structured learning environment. 4. Building Peer Relationships: The strategy aims to facilitate the development of positive peer relationships. This is important for creating a supportive social environment, promoting collaboration, and enhancing the overall well-being of students. 5. Regulating and Solving Conflicts: Students are expected to acquire tools for regulating their behavior and resolving conflicts. This includes the explicit teaching of skills for conflict resolution, fostering a positive and respectful atmosphere within the school community. 6. Social and Academic Growth: The overarching goal is to support both social and academic growth among students. By addressing behavioral expectations and fostering positive relationships, the strategy aims to create an environment conducive to holistic development. The intended outcome is to create a school culture where students not only understand and exhibit positive behaviors but also experience social and academic growth. The MTSS/PBIS model provides a framework for addressing behavioral expectations, providing targeted support, and creating a positive and inclusive learning environment that supports the overall well-being of students.		

Status Check 1

Student Success		
School Goal 1: The number of students proficient in ELA will increase from 26% to 36% and in math from 21% to 31%, as measured by 2024 Summative SBAC Assessments; Desert Heights will increase ACCESS AGP and students meeting AGP by 5%.		
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.*	
SEE ABOVE		
SEE ABOVE		
SEE ABOVE		
Lessons Learned (Now)		
Strategy 1: With the facilitation of professional learning on EL strategies by the ELD facilitator, discrete skills are not being generalized in the classroom. Strategy 2: While Number Talks are being taught consistently, Rocket Math has not been utilized by teachers to practice math fluency. Strategy 3: Heggarty is being consistently used and implemented in grades K, 1, and 2. We have seen a strong increase in phonological awareness skills by students in the younger grade levels as measured by i-Ready.		
Next Steps:		
Strategy 1: Increase professional learning in ELD strategies by the facilitator and hold learning walks with staff and admin to identify effective ELD approaches in the classroom. **Strategy 2:** Start utilizing the math fluency component in i-Ready to build math fluency in grades K-5.		
Need:		
Strategy 1: Professional Learning on Math Flight the embedded math fluency in iReady.		

Adult Learning Culture

School Goal 2: By the end of the 2023-2024 school year, all learning targets and unit learning goals (Understanding goals, Knowledge goals, and skill goals) will be aligned to the essential standards and NVACs. Lessons, assignments and activities in ELA and Mathematics will be aligned to instructional plans that focus planning and preparation efforts with WCSD curriculum guidance documents, essential standards, teaching techniques and engagement strategies. Student work samples will show a 10% increase in the number of students meeting or exceeding standards.

Improvement Strategies	Intended Outcomes	Status Check 1 Status
SEE ABOVE	*SEE ABOVE*	*SEE ABOVE*

Lessons Learned (Now)

Strategy 1: Trust based observations has allowed for multiple visits to classrooms to identify strengths and give feedback on 9 pedagogical areas. Teachers have set instructional goals around the trust based protocols.

Strategy 2: Weekly PLC meetings have subsided since the new teacher contract. A need to delve deeper into iReady data and identify strengths and areas of focus need to happen to provide the proper intervention for students struggling.

Next Steps:

Strategy 1: Continue Trust Based Observations and calibrate look-fors with assistant principal and coaches.

Strategy 2: Identify PLC time on top of Wednesday afternoons and provide teachers with guidance on how to do a deep dive analysis on iReady data.

Need:

Strategy 1: IReady templates that help teachers do a deep dive data analysis.

Connectedness

School Goal 3: Decrease chronic absenteeism by 10% from 32% to 22%

Improvement Strategies	Intended Outcomes	Status Check 1 Status
SEE ABOVE	*Copy/paste intended outcomes the school identified in the SPP Roadmap or from above.*	
SEE ABOVE		
SEE ABOVE		

Lessons Learned (Now)
Strategy 1: At MTSS meetings student data is being discussed, there is a need for a in depth action plan on what instruction and intervention needs to look like based on mutiple points of student data. Strategy 2: Currently ADA is at 93.84% and chronic absenteeism is 20%. Incentives have been implemented and working to determine if that is what has helped our current chron absenteeism.

Next Steps:
Strategy 1: Utilize Iready data and include coaches in MTSS meetings to ensure student needs are being met.

Need:
Strategy 1: N/A