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:** *75% of Sun Valley students will achieve 1 year’s growth in math and in ELA as measured by iReady diagnostic testing.* |
| **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* |
| **Students will complete at least two iReady lessons per week with scores of 80% or higher.**  | The iReady platform indicates that students who complete at least two iReady lessons per week with scores of 80% or higher are more likely to meet their stretch goals. When students meet their stretch goals, they are making enough growth to catch up to proficiency within a reasonable timeframe.  | Strong |  |
| **Consistent Tier I literacy strategies with a focus on academic language through the implementation of ELLevation and GLAD language acquisition strategies (continued from SY23).**  | Such research-based learning strategies will enable all students to access high-quality tier 1 instruction and allow all students to deeply engage in the curriculum.  | Strong |  |
| **Teachers facilitate students’ Self-Regulated Learning to access their own data, identify their strengths and needs, and collaborate to develop their own goals and learning plans.** | Classrooms with a strong SRL culture are more likely to improve student motivation, increase resiliency to learning obstacles, and strengthen student commitment toward academic goals. | At Risk |  |

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| **Adult Learning Culture** |
| **School Goal 2:** *By the end of the 2023-2024 school year, staff attitudes about having sufficient time in their schedule to meet with their collaborative teams will increase from 53% to 63% as measured by the District Staff Climate Survey.* |
| **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* |
| **Continue with implementation of weekly grade level PLCs, during the instructional day, during which time teacher teams come together for collaboration and develop instructional supports for students based on data, moving towards more teacher/team led PLC meetings to increase teacher efficacy (Continued from SY23).** | Grade level teams have created their own systems and processes to make the collaboration time more effective for their specific instructional needs and pacing.  | Strong |  |
| **Dedicate time for seven (7) Vertical PLCs during which teachers come together in vertical teams for collaboration, rapport building and development of meaningful instruction for students based on need in subsequent grade levels, discuss students’ strengths and needs from previous years’ teachers, collaborate to implement common language and vocabulary, and review standards in neighboring grade levels for alignment during Professional Learning Days (October, January, and February) and during dedicated Wednesday PD times (November, December, March and April).**  | The intended outcome is to align practices and examine essential standards to better prepare students for success in future grades. | At Risk |  |
| **Continue to provide weekly grade level planning hours during the instructional day to grade level teams** | The intended outcome is to align instruction among grade level teachers so that all students receive equitable, high-quality instruction. | At Risk |  |
| **Provide peer observation days (sub days funded through Title) for teachers to observe one another both in their grade level and vertically** | The intended outcome is to create opportunities for teachers to become instructional leaders among their colleagues, including taking ownership of their own professional development where appropriate. | Strong |  |

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| **Connectedness** |
| **School Goal 3:** *Sun Valley Elementary School students will have a chronic absenteeism rate of less than 12% for the 2023-2024 school year.* |
| **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* |
| **Continue implementation of newly developed schoolwide Positive Behavioral Interventions & Supports (PBIS) and Restorative Practices model in order to support students in understanding what is expected of them while at school, and support students in repairing harm that has been done in peer and/or adult relationships. Create a greater sense of community on campus to encourage positive attendance and increased learning opportunities.(Continued from SY23)**  | Create a greater sense of community on campus to encourage positive attendance and increased learning opportunities. | Strong |  |
| **Continue engaging staff in participation in Parent Teacher Home Visit Program, as well as embed other opportunities for student connection to the school community.*** *Parent Teacher Home Visits Program, called “Pride Pals”, in which students will identify adults on campus from whom they’d like to have a home visit*
 | To build trust between families and the school in order to increase and/or improve communication and partnership between home and school.  | At Risk |  |
| **Utilize the MTSS framework in order to identify students and provide targeted interventions to support their attendance.** | To accurately identify behaviors we are seeking to cultivate, and to be more intentional in building relationships, recognizing improvements, and effectively incentivizing progress in such a way that students internalize the value of attending school regularly. | At Risk |  |

# Status Check 1

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| **Student Success** |
| **School Goal 1:** *Copy/paste Goals the school identified in the SPP Roadmap or from the At A Glance table above.*  |
| **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.* |  |
| **Students will complete at least two iReady lessons per week with scores of 80% or higher.** | The iReady platform indicates that students who complete at least two iReady lessons per week with scores of 80% or higher are more likely to meet their stretch goals. When students meet their stretch goals, they are making enough growth to catch up to proficiency within a reasonable timeframe.  | Strong |
| **Consistent Tier I literacy strategies with a focus on academic language through the implementation of language acquisition strategies through ELLevation and GLAD (continued from SY23).**  | Such research-based learning strategies will enable all students to access high-quality tier 1 instruction and allow all students to deeply engage in the curriculum. | Strong |
| **Teachers to facilitate student’s Self-Regulated Learning to access their own data, identify their strengths and needs, and collaborate to develop their own goals and learning plans.** | Classrooms with a strong SRL culture are more likely to improve student motivation, increase resiliency to learning obstacles, and strengthen student commitment toward academic goals. | At Risk |
| **Lessons Learned (Now)** |
| **Strategy 1: iReady*** Having a set schedule for carts/usage is helping students get minutes
* Matching iReady time with the instructional block (ie: math with math) helps students navigate
* Kinders struggling with iPad techology troubleshooting

**Strategy 2: Consistent Tier I literacy strategies with a focus on academic language through the implementation of language acquisition strategies through ELLevation and GLAD (continued from SY23).** * EL teachers supporting this in classrooms through coaching, resources, coteaching.
* Teachers are focused regularly on supporting students responding in complete sentences and using academic vocabulary
* Strong focus on GLAD and picture support

**Strategy 3: Teachers to facilitate student’s Self-Regulated Learning to access their own data, identify their strengths and needs, and collaborate to develop their own goals and learning plans.*** Time to meet with students is a challenge
* Reminders to engage in these conversations with students from admin
 |
| **Next Steps:** |
| **Strategy 1: iReady*** Continue with routines for technology use and schedules
* In embedding additional PL opportunities for teachers for GLAD strategies, create mini PDs/grade specific examples for math instruction in particular
* Some kinder diagnostic questions appear more challenging than would typically be considered Kinder standard

**Strategy 2: Consistent Tier I literacy strategies with a focus on academic language through the implementation of language acquisition strategies through ELLevation and GLAD (continued from SY23).** * In embedding additional PL opportunities for teachers for GLAD strategies, create mini PDs/grade specific examples for math instruction in particular
* Provide teachers with the new agreed upon grade level accountable talk prompts/stems for their classroom

**Strategy 3: Teachers to facilitate student’s Self-Regulated Learning to access their own data, identify their strengths and needs, and collaborate to develop their own goals and learning plans.*** Admin to remind teachers that goal setting conferences should take place and at the appropriate junctures
* Use the time when class is completing their iReady minutes to pull students 1:1 for goal setting during the week and check ins for progress on their goals
 |
| **Need:** |
| **Strategy 1: iReady*** More working technology
* Diagnostic questions (MOY) seem more difficult
* 1st grade iReady lesson sometimes show words and then take the words away and if the student misses seeing the word on the screen, they can’t correctly choose and answer

**Strategy 2: Consistent Tier I literacy strategies with a focus on academic language through the implementation of language acquisition strategies through ELLevation and GLAD (continued from SY23).** * Primary students need more instruction for navigating the interface of iReady to be successful

**Strategy 3: Teachers to facilitate student’s Self-Regulated Learning to access their own data, identify their strengths and needs, and collaborate to develop their own goals and learning plans.*** Reminders
* Choosing one thing to focus on so as not be overwhelmed
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| **Adult Learning Culture** |
| **School Goal 2: :**  *By the end of the 2023-2024 school year, staff attitudes about having sufficient time in their schedule to meet with their collaborative teams will increase from 53% to 63% as measured by the District Staff Climate Survey.* |
| **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.* |  |
| **Continue with implementation of weekly grade level PLCs, during the instructional day, during which teacher teams come together for collaboration and develop instructional supports for students based on data, moving towards more teacher/team led PLC meetings to increase teacher efficacy (Continued from SY23).** | Grade level teams have created their own systems and processes to make the collaboration time more effective for their specific instructional needs and pacing.  | Strong |
| **Dedicate time for seven (7) Vertical PLCs during which teachers come together in vertical teams for collaboration, rapport building and development of meaningful instruction for students based on need in subsequent grade levels, discuss students’ strengths and needs from previous years’ teachers, collaborate to implement common language and vocabulary, and review standards in neighboring grade levels for alignment during Professional Learning Days (October, January, and February) and during dedicated Wednesday PD times (November, December, March and April).**  | The intended outcome is to align practices and examine essential standards to better prepare students for success in future grades. | At Risk |
| **Continue to provide weekly grade level planning hours during the instructional day to grade level teams** | The intended outcome is to align instruction among grade level teachers so that all students receive equitable, high-quality instruction. | At Risk |
| **Provide peer observation days (sub days funded through Title) for teachers to observe one another both in their grade level and vertically** | The intended outcome is to create opportunities for teachers to become instructional leaders among their colleagues, including taking ownership of their own professional development. | Strong |
| **Lessons Learned (Now)** |
| **Strategy 1: Continue with implementation of weekly grade level PLCs, during the instructional day, during which teacher teams come together for collaboration and develop instructional supports for students based on data, moving towards more teacher/team led PLC meetings to increase teacher efficacy (Continued from SY23).*** PLCs were paused in the 2nd quarter to allow for additional time to focus on Tier I instructional planning within each of the grade levels to subtract from teachers’ plates
* PLCs now occur during Wednesday PDs instead of the instructional days due to change in master schedule to accommodate new teacher contract
* Have C&I Essential Standards doc printed and present at PLCs to help internalize when planning together and during PLCs
* PLC formatting over the years has changed a lot; teams are looking forward to having more constency in expectations and routines around PLCs

**Strategy 2: Dedicate time for seven (7) Vertical PLCs during which teachers come together in vertical teams for collaboration, rapport building and development of meaningful instruction for students based on need in subsequent grade levels, discuss students’ strengths and needs from previous years’ teachers, collaborate to implement common language and vocabulary, and review standards in neighboring grade levels for alignment during Professional Learning Days (October, January, and February) and during dedicated Wednesday PD times (November, December, March and April).** * Changes to PD schedule have been made due to changes in Master Schedule and PLCs shifting to Wednesday PD times (PDs are 1x/month)
* Strong preference for March and April verticals to discuss with neighboring grades about where kids are at before the new school year
* Teams prefer the vertical configurations when one rep from each grade is included

**Strategy 3: Continue to provide weekly grade level planning hours during the instructional day to grade level teams*** Master Schedule was changed midyear to accommodate teacher contract and grade level teams with 4 teachers no longer are able to meet together for planning during the instructional day
*

**Strategy 4: Provide peer observation days (sub days funded through Title) for teachers to observe one another both in their grade level and vertically*** Some scheduling of these days have been problematic to encourage all teachers to participate due to other obligations occurring at the same time
* Teachers who are asked to be observed are more likely to be willing to host observers
* Teachers who have engaged in peer observations have had positive feedback about their experience
 |
| **Next Steps:** |
| **Strategy 1: Continue with implementation of weekly grade level PLCs, during the instructional day, during which teacher teams come together for collaboration and develop instructional supports for students based on data, moving towards more teacher/team led PLC meetings to increase teacher efficacy (Continued from SY23).*** Set up opportunities for grade levels to observe strong PLCs at Work

**Strategy 2: Dedicate time for seven (7) Vertical PLCs during which teachers come together in vertical teams for collaboration, rapport building and development of meaningful instruction for students based on need in subsequent grade levels, discuss students’ strengths and needs from previous years’ teachers, collaborate to implement common language and vocabulary, and review standards in neighboring grade levels for alignment during Professional Learning Days (October, January, and February) and during dedicated Wednesday PD times (November, December, March and April).** * Plan for March and April verticals; touching on Essential Standards for end of year and successful GLAD and ELLEvation strategies that were used in prior grade levels
* Have Ts bring student artifacts of learning/student work to verticals to share with subsequent teams
* Provide opportunities for teams to collaborate at the end of the year about behaviors in current grade for next year’s teachers

**Strategy 3: Continue to provide weekly grade level planning hours during the instructional day to grade level teams*** None

**Strategy 4: Provide peer observation days (sub days funded through Title) for teachers to observe one another both in their grade level and vertically*** Continue
 |
| **Need:** |
| **Strategy 1: Continue with implementation of weekly grade level PLCs, during the instructional day, during which teacher teams come together for collaboration and develop instructional supports for students based on data, moving towards more teacher/team led PLC meetings to increase teacher efficacy (Continued from SY23).*** Consistency in PLCs

**Strategy 2: Dedicate time for seven (7) Vertical PLCs during which teachers come together in vertical teams for collaboration, rapport building and development of meaningful instruction for students based on need in subsequent grade levels, discuss students’ strengths and needs from previous years’ teachers, collaborate to implement common language and vocabulary, and review standards in neighboring grade levels for alignment during Professional Learning Days (October, January, and February) and during dedicated Wednesday PD times (November, December, March and April).** **Strategy 3: Continue to provide weekly grade level planning hours during the instructional day to grade level teams*** None

**Strategy 4: Provide peer observation days (sub days funded through Title) for teachers to observe one another both in their grade level and vertically*** Opportunity for observer and observe to have a follow up conversation/dialogue about the next sequence of the lesson, etc.
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| **Connectedness** |
| **School Goal 3:** *Sun Valley Elementary School students will have a chronic absenteeism rate of less than 12% for the 2023-2024 school year.*  |
| **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.* |  |
| **Continue implementation of newly developed schoolwide Positive Behavioral Interventions & Supports (PBIS) and Restorative Practices model in order to support students in understanding what is expected of them while at school and support students in repairing harm that has been done in peer and/or adult relationships. Create a greater sense of community on campus to encourage positive attendance and increased learning opportunities.(Continued from SY23)**  | Create a greater sense of community on campus to encourage positive attendance and increased learning opportunities. | Strong |
| **Continue engaging staff in participation in Parent Teacher Home Visit Program, as well as embed other opportunities for student connection to the school community.*** *Parent Teacher Home Visits Program, called “Pride Pals”, in which students will identify adults on campus from whom they’d like to have a home visit*
 | To build trust between families and the school in order to increase and/or improve communication and partnership between home and school.  | At Risk |
| **Utilize the MTSS framework in order to identify students and provide targeted interventions to support their attendance.** | To accurately identify behaviors we are seeking to cultivate, and to be more intentional in building relationships, recognizing improvements, and effectively incentivizing progress in such a way that students internalize the value of attending school regularly. | At Risk |
|  |  |  |
| **Lessons Learned (Now)** |
| **Strategy 1: Continue implementation of newly developed schoolwide Positive Behavioral Interventions & Supports (PBIS) and Restorative Practices model in order to support students in understanding what is expected of them while at school and support students in repairing harm that has been done in peer and/or adult relationships. Create a greater sense of community on campus to encourage positive attendance and increased learning opportunities.(Continued from SY23)** * Students seem to like hearing their class’s name on the morning announcements when they have perfect attendance
* Students last year seemed to like the attendance soccer competition last year in the cafeteria
* Students love the morning announcements radio competitions

**Strategy 2: Continue engaging staff in participation in Parent Teacher Home Visit Program, as well as embed other opportunities for student connection to the school community.*** Teachers are still getting their training in order to be able to participate
* Ability to complete HVs at parks or in other locations has encouraged more staff to participate
* Can do 1 training before receiving training
* Many families have seemed very welcoming and excited to have teachers come into their homes for a HV
* Zoom is less preferred

**Strategy 3: Utilize the MTSS framework in order to identify students and provide targeted interventions to support their attendance.*** 2nd Race Track (Tier 2) is proving to be less successful than the first
 |
| **Next Steps:** |
| **Strategy 1: Continue implementation of newly developed schoolwide Positive Behavioral Interventions & Supports (PBIS) and Restorative Practices model in order to support students in understanding what is expected of them while at school and support students in repairing harm that has been done in peer and/or adult relationships. Create a greater sense of community on campus to encourage positive attendance and increased learning opportunities.(Continued from SY23)** * Continue to encourage individual student shoutouts on morning announcements
* Consider bringing back attendance competition in cafeteria
* Embed more morning radio games for student engagement

**Strategy 2: Continue engaging staff in participation in Parent Teacher Home Visit Program, as well as embed other opportunities for student connection to the school community.*** None

**Strategy 3:****Strategy 4:** |
| **Need:** |
| **Strategy 1:****Strategy 2: Continue engaging staff in participation in Parent Teacher Home Visit Program, as well as embed other opportunities for student connection to the school community.*** None

**Strategy 3:****Strategy 4:** |

# Status Check 2

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| **Student Success** |
| **School Goal 1:** *Copy/paste Goals the school identified in the SPP Roadmap or from the At A Glance table above.*  |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 2 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.* |  |
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| **Lessons Learned (Now)** |
| **Strategy 1:****Strategy 2:****Strategy 3:****Strategy 4:** |
| **Next Steps:** |
| **Strategy 1:****Strategy 2:****Strategy 3:****Strategy 4:** |
| **Need:** |
| **Strategy 1:****Strategy 2:****Strategy 3:** **Strategy 4:** |

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| **Adult Learning Culture** |
| **School Goal 2:** *Copy/paste Goals the school identified in the SPP Roadmap or from the At A Glance table above.*  |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 2 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.* |  |
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| **Lessons Learned (Now)** |
| **Strategy 1:****Strategy 2:****Strategy 3:****Strategy 4:** |
| **Next Steps:** |
| **Strategy 1:****Strategy 2:****Strategy 3:****Strategy 4:** |
| **Need:** |
| **Strategy 1:****Strategy 2:****Strategy 3:****Strategy 4:** |

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| **Connectedness** |
| **School Goal 3:** *Copy/paste Goals the school identified in the SPP Roadmap or from the At A Glance table above.*  |
| **Improvement Strategies** | **Intended Outcomes** | **Status Check 2 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.* |  |
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| **Lessons Learned (Now)** |
| **Strategy 1:****Strategy 2:****Strategy 3:****Strategy 4:** |
| **Next:** |
| **Strategy 1:****Strategy 2:****Strategy 3:****Strategy 4:** |
| **Need:** |
| **Strategy 1:****Strategy 2:****Strategy 3:****Strategy 4:** |