

# 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> During the 2023-2024 school year, K - 5th grade will implement a new reading curriculum, <u>Into Reading</u> , and utilize a new writing program, <u>Jane Schaffer Writing Program</u> , to increase our overall ELA average from the 50th percentile to the 60th percentile by the end of the school year.			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
Purchase and implement a new ELA Curriculum for grades K-5.	Increase our overall ELA average from the 50th percentile to the 60th percentile by the end of the school year.	<i>Winter MAP data shows growth to the 51st percentile</i>	<i>Spring MAP data shows growth to the 64th percentile</i>

Adult Learning Culture			
<b>School Goal 2:</b> Administration will limit the PDs on Wednesdays and will create more time for teachers to work in their teams for planning, curriculum mapping, and discussion for students on IEP's and 504's. The goal is that staff will have enough planning time to increase the agreement and/or strongly agree to a combined 75% or higher.			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
Provide more time for teachers to work in teams.	Staff will have enough planning time to increase the agreement and/or strongly agree to a combined 75% or higher.	<i>62.5% of staff agree and/or strongly agree that staff has enough planning time to meet with their team.</i>	<i>31.3% of staff agree and/or strongly agree that staff has enough planning time to meet with their team.</i>



Connectedness			
<b>School Goal 3:</b> One fourth grade classroom (4A) has implemented Positive Actions, an SEL curriculum, in which there was a noticeable difference, 85% compared to the overall 37%, showing students felt that their classmates are friendly. We will be implementing the Positive Approach curriculum in grades 2-5 to see the survey increase from a positive rating of 10%, which would change the overall percentage from 37% to 47%.			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
Purchase and implement Positive Actions SEL curriculum for grades 2-5.	Student survey increased from a positive rating of 10%, which would change the overall percentage from 37% to 47%.	<i>After reviewing the data from the winter student survey, it shows that students dropped from 37% to 34% in feeling that their classmates are friendly.</i>	<i>After reviewing the data from the winter student survey, it shows that students dropped from 34% to 25% in feeling that their classmates are friendly.</i>

## Status Check 1

Student Success		
<b>School Goal 1:</b> During the 2023-2024 school year, K - 5th grade will implement a new reading curriculum, <u>Into Reading</u> , and utilize a new writing program, <u>Jane Schaffer Writing Program</u> , to increase our overall ELA average from the 50th percentile to the 60th percentile by the end of the school year.		
Improvement Strategies	Intended Outcomes	Status Check 1 Status
Purchase and implement a new ELA Curriculum for grades K-5.	Increase our overall ELA average from the 50th percentile to the 60th percentile by the end of the school year.	<i>Winter MAP data shows growth to the 51st percentile</i>



Lessons Learned (Now)
<p><b>Strategy 1:</b> According to the staff survey, more effective training needs to be implemented in using the new ELA curriculum.</p> <p><b>Strategy 2:</b> Through observations and PLCs, teachers need help with the implementation of a balanced literacy program.</p> <p><b>Strategy 3:</b></p> <p><b>Strategy 4:</b></p>
Next Steps:
<p><b>Strategy 1:</b> Set up PLCs in grade bands to discuss strategies to improve the implementation of curriculum and share ideas as to what is working and what is not.</p> <p><b>Strategy 2:</b> Demonstrate a balanced literacy program that incorporates guided and shared reading, using both the STAR assessments for guided reading and HMH shared reading.</p> <p><b>Strategy 3:</b> Encourage more teachers to use Accelerated Reader.</p> <p><b>Strategy 4:</b></p>
Need:
<p><b>Strategy 1:</b> Schedule training with HMH.</p> <p><b>Strategy 2:</b> Create an inhouse professional development to demonstrate a balanced literacy program including guided reading and shared reading.</p> <p><b>Strategy 3:</b></p> <p><b>Strategy 4:</b></p>
Adult Learning Culture
<p><b>School Goal 2:</b> The administration will limit the PDs on Wednesdays and will create more time for teachers to work in their teams for planning, curriculum mapping, and discussion for students on IEPs and 504s. The goal is that staff will have enough planning time to increase the</p>



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Improvement Strategies	Intended Outcomes	Status Check 1 Status
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Lessons Learned (Now)		
<p><b>Strategy 1:</b> The clubs and tutoring days were combined from four days a week to only Tuesdays and Thursdays allowing more time for team collaboration to occur on Mondays and Fridays. However, that time is not being used for team collaboration.</p> <p><b>Strategy 2:</b></p> <p><b>Strategy 3:</b></p> <p><b>Strategy 4:</b></p>		
Next Steps:		
<p><b>Strategy 1:</b> We need to implement a PLC time that is devoted to discuss guided questions to answer as a team.</p> <p><b>Strategy 2:</b> Create a graphic organizer for teams to fill-out to reflect on the guided questions.</p> <p><b>Strategy 3:</b> Provide more feedback on the MAPS data to help drive the curriculum.</p> <p><b>Strategy 4:</b></p>		
Need:		
<b>Strategy 1:</b> Identify topics to be discussed in PLCs.		



**Strategy 2:** Create a graphic organizer to fill out during PLC for self reflections.

**Strategy 3:**

**Strategy 4:**

### Connectedness

**School Goal 3:** One fourth grade classroom (4A) has implemented Positive Actions, an SEL curriculum, in which there was a noticeable difference, 85% compared to the overall 37%, showing students felt that their classmates are friendly. We will be implementing the Positive Approach curriculum in grades 2-5 to see the survey increase from a positive rating of 10%, which would change the overall percentage from 37% to 47%.

Improvement Strategies	Intended Outcomes	Status Check 1 Status
Purchase and implement Positive Actions SEL curriculum for grades 2-5.	Student survey increased from a positive rating of 10%, which would change the overall percentage from 37% to 47%.	<i>After reviewing the data from the winter student survey, it shows that students dropped from 37% to 34% in feeling that their classmates are friendly.</i>

### Lessons Learned (Now)

**Strategy 1:** The curriculum was purchased but time has not been spent to have each grade level to identify the different topics and pull-out important topics that need to be discussed in each individual classroom.

**Strategy 2:** Time in the schedule has not been set aside to teach from the Positive Approach curriculum.

**Strategy 3:**

**Strategy 4:**



Next Steps:
<b>Strategy 1:</b> Grade Level Chairs determine what chapters engage in conversations about what a good friend is and how to be a good friend.
<b>Strategy 2:</b> Discuss with grade levels how much time should be spent on SEL per week.
<b>Strategy 3:</b> Model SEL lessons for teachers in their classroom environment.
<b>Strategy 4:</b>
Need:
<b>Strategy 1:</b> Set up grade band meetings to discuss the next steps.
<b>Strategy 2:</b>
<b>Strategy 3:</b>
<b>Strategy 4:</b>

## Status Check 2

Student Success		
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Improvement Strategies	Intended Outcomes	Status Check 2 Status
Purchase and implement a new ELA Curriculum for grades K-5.	Increase our overall ELA average from the 50th percentile to the 60th percentile by the end of the school year.	
Lessons Learned (Now)		



<b>Strategy 1:</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:</b>
<b>Strategy 2:</b>
<b>Strategy 3:</b>
<b>Strategy 4:</b>

Adult Learning Culture		
<b>School Goal 2:</b> The administration will limit the PDs on Wednesdays and will create more time for teachers to work in their teams for planning, curriculum mapping, and discussion for students on IEPs and 504s. The goal is that staff will have enough planning time to increase the agreement and/or strongly agree to a combined 75% or higher.		
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		<i>that staff has enough planning time to meet with their team.</i>
<b>Lessons Learned (Now)</b>		
<p><b>Strategy 1:</b> Even though we freed up extra time for meeting - teachers still feel like there isn't enough time to meet.</p> <p><b>Strategy 2:</b> Without structured PLC's, teachers didn't meet and left early.</p> <p><b>Strategy 3:</b></p> <p><b>Strategy 4:</b></p>		
<b>Next Steps:</b>		
<p><b>Strategy 1:</b> Make sure we have guided graphic organizers for teachers to discuss.</p> <p><b>Strategy 2:</b> Make meetings on the same day at the same time every week.</p> <p><b>Strategy 3:</b></p> <p><b>Strategy 4:</b></p>		
<b>Need:</b>		
<p><b>Strategy 1:</b> A better system of duties etc, to make sure there is a day where teachers can all meet at each grade level.</p> <p><b>Strategy 2:</b> Creating graphic organizers and directions to help guide discussion on self-reflection on curriculum, test scores, goals, etc.</p> <p><b>Strategy 3:</b></p> <p><b>Strategy 4:</b></p>		



Connectedness		
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Lessons Learned (Now)		
<b>Strategy 1:</b> We bought Positive Actions, however, didn't properly train the staff.  <b>Strategy 2:</b> There isn't allotted time in schedules that allow SEL time.  <b>Strategy 3:</b>  <b>Strategy 4:</b>		
Next:		
<b>Strategy 1:</b> Do an overview of the curriculum and what it focuses on during the teacher professional development days before the school year.  <b>Strategy 2:</b> Create time in daily schedules to allow for SEL.  <b>Strategy 3:</b> Mandate SEL lesson plans.		



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