

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: Our school goal is to increase overall Mathematical and English/Language Proficiency by 5% on the Smarter Balanced Assessment Consortium (SBAC) for the 2022-2023 school year, with the acquisition of a positively researched based curriculum and proper training.			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
SNACS will acquire a new curriculum, with fidelity, to increase overall student success/growth	Acquire the curriculum by December 2022 and fully implement January 2023 across all grade levels	Strong	Strong
Administration will provide trainings on new curriculum, followed by monitoring thereof, based on student data	Scheduled trainings, PD, throughout the remaining 2022-2023 school year	Strong	Strong
Teachers will monitor student progress and success of the new curriculum	All students immersed in new curriculum	Strong	Strong
Teachers will monitor student MAP performance, with associated goals to align with the 5% proficiency increase related to the SBAC	5% increase on SBAC, with increased MAP growth	Strong	Strong

Adult Learning Culture			
School Goal 2: Our school goal for adult culture is to offer more training in all school policies and procedures, including methods for teaching and implementing Positive Behavior Intervention Supports (PBIS), therefore teaching all students all these related policies and procedures. Training will be offered on a monthly / bi-weekly basis. Training will result in a increase all staff knowledge's of the school's policies and protocols and PBIS methods. All staff will be trained and versed in these policies and procedures.			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
Administration and Expert Presenters will be attained and utilized to provide trainings on a monthly basis, holding staff accountable for school policies and protocols, with all students involved, targeting PBIS	Monthly meetings and increased PBIS, lower behavioral referrals, and increased school culture	Strong	Strong



Connectedness			
School Goal 3: Increase overall student attendance by reducing chronic absenteeism by 10% and severe absenteeism by 4%. Further creating an environment where student discipline (major incidents) is decreased by 20 events for the current school year.			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
Assigned office staff to make daily attendance calls to absent students, to increase overall attendance	Reduce chronic absenteeism by 10% and severe absenteeism by 4%	Needs Immediate Attention	Needs Immediate Attention
Increased PBIS trainings, targeting to lessen behavioral incidents	Decrease by 20 major behavioral incidents	Strong	Strong

Status Check 1

Student Success		
School Goal 1: Our school goal is to increase overall Mathematical and English/Language Proficiency by 5% on the Smarter Balanced Assessment Consortium (SBAC) for the 2022-2023 school year, with the acquisition of a positively researched based curriculum and proper training.		
Improvement Strategies	Intended Outcomes	Status Check 1 Status
SNACS will acquire a new curriculum, with fidelity, to increase overall student success/growth	Acquire the curriculum by December 2022 and fully implement January 2023 across all grade levels	Strong
Administration will provide trainings on new curriculum, followed by monitoring thereof, based on student data	Scheduled trainings, PD, throughout the remaining 2022-2023 school year	Strong
Teachers will monitor student progress and success of the new curriculum	All students immersed in new curriculum	Strong
Teachers will monitor student MAP performance, with associated goals to align with the 5% proficiency increase related to the SBAC	5% increase on SBAC, with increased MAP growth	Strong
Lessons Learned (Now)		
Strategy 1: Time to research all potential curriculums, that are effective and relative student growth platforms, for the school's demographics		
Strategy 2: Administration to consult with curriculum vendors, for appropriate cost(s) and acquire bids takes time and research		



Next Steps:
<p>Strategy 1: Keep researching curriculum vendors aligned to the school's SPP, that can be potentially implemented, therefore increasing student engagement and growth</p> <p>Strategy 2: Once the curriculum is acquired, plot and schedule out all related PD and training dates</p> <p>Strategy 3: Administration to monitor teachers, who are monitoring students for measured growth points on Winter MAP</p> <p>Strategy 4: Administration to monitor teachers, who are monitoring students for performance and growth on the new curriculum</p>
Need:
<p>Strategy 1: Funding Sources to acquire new curriculum</p> <p>Strategy 2: Administration research, acquire knowledge of trainings to transfer to teacher professional development based on student data</p> <p>Strategy 3: Teacher training on monitoring of student progress related to the new curriculum</p> <p>Strategy 4: Teacher monitoring and assessing of Winter MAP scores, as they relate to SBAC projections, of the SPP goal to target the 5% increase in overall proficiency of mathematics and English Language Arts</p>

Adult Learning Culture		
<p>School Goal 2: Our school goal for adult culture is to offer more training in all school policies and procedures, including methods for teaching and implementing Positive Behavior Intervention Supports (PBIS), therefore teaching all students all these related policies and procedures. Training will be offered on a monthly / bi-weekly basis. Training will result in an increase all staff knowledge of the school's policies and protocols and PBIS methods. All staff will be trained and versed in these policies and procedures. .</p>		
Improvement Strategies	Intended Outcomes	Status Check 1 Status
Administration and Expert Presenters will be attained and utilized to provide trainings on a monthly basis, holding staff accountable for school policies and protocols, with all students involved,	Monthly meetings and increased PBIS, lower behavioral referrals, and increased school culture	Strong



targeting PBIS		
Lessons Learned (Now)		
Strategy 1: Expert presenters need much notice and advance communication to schedule trainings for staff		
Strategy 2: Acquiring the proper expert presenters, to work with administration, can be challenging		
Strategy 3: Holding staff accountable needs to be data driven, well communicated, and potentially part of their evaluations		
Strategy 4: PBIS is not consistently implemented in all classes, and appropriate training must occur soon		
Next Steps:		
Strategy 1: Acquire and schedule appropriate presenters, working with administration		
Strategy 2: Teach teachers, with fidelity and monitoring, the expectations, on a monthly basis		
Strategy 3: Develop and implement the accountability measuring devices for teacher implementation		
Strategy 4: Define, view, assess, and train to implement the school-wide PBIS system, with fidelity and consistency		
Need:		
Strategy 1: Time to acquire expert presenters and any related funding for trainings		
Strategy 2: School-wide PBIS system developed, monitored, and implemented, with fidelity and consistency		

Connectedness		
School Goal 3: Increase overall student attendance by reducing chronic absenteeism by 10% and severe absenteeism by 4%. Further creating an environment where student discipline (major incidents) is decreased by 20 events for the current school year.		
Improvement Strategies	Intended Outcomes	Status Check 1 Status
Assigned office staff to make daily attendance calls to absent students, to increase overall attendance	Reduce chronic absenteeism by 10% and severe absenteeism by 4%	Needs Immediate Attention
Increased PBIS trainings, targeting to lessen behavioral	Decrease by 20 major behavioral incidents	Strong



incidents		
Lessons Learned (Now)		
Strategy 1: Assigned staff to conduct calls for daily attendance requires much attention and monitoring to complete assigned tasks		
Strategy 2: Assigned staff will likely not be intrinsically motivated to conduct calls, so administration must closely monitor		
Strategy 3: There is lack of consistency across the grade levels, by teachers, for PBIS		
Next Steps:		
Strategy 1: Train associated staff, and share a monitoring evaluation system, to relates staff (office callers/teachers)		
Strategy 2: Administration to follow-up and monitor, with evaluations, based on defined and communicated rubric		
Strategy 3: Hold weekly meetings of feedback and monitoring		
Need:		
Strategy 1: Define, view, assess, and train to implement the school-wide PBIS system, with fidelity and consistency		
Strategy 2: Roles, with accountability measures, for staff to make absent calls and parent follow-up's		
Strategy 3: Time to implement all related plans		
Strategy 4:		

Status Check 2

Student Success		
School Goal 1: Our school goal is to increase overall Mathematical and English/Language Proficiency by 5% on the Smarter Balanced Assessment Consortium (SBAC) for the 2022-2023 school year, with the acquisition of a positively researched based curriculum and proper training.		
Improvement Strategies	Intended Outcomes	Status Check 2 Status



SNACS will acquire a new curriculum, with fidelity, to increase overall student success/growth	Acquire the curriculum by December 2022 and fully implement January 2023 across all grade levels	Strong
Administration will provide trainings on new curriculum, followed by monitoring thereof, based on student data	Scheduled trainings, PD, throughout the remaining 2022-2023 school year	Strong
Teachers will monitor student progress and success of the new curriculum	All students immersed in new curriculum	Strong
Teachers will monitor student MAP performance, with associated goals to align with the 5% proficiency increase related to the SBAC	5% increase on SBAC, with increased MAP growth	Strong
Lessons Learned (Now)		
<p>Strategy 1: The new adopted curriculum is aligned to the school's SPP goals, and teachers require continued training of the program</p> <p>Strategy 2: Time was longer than expected to acquire the new curriculum and associated (unexpected) costs</p> <p>Strategy 3: Teachers require continued knowledge of how all assessments (MAP, Renaissance, SBAC) relate to the curriculum and student outcome</p>		
Next Steps:		
<p>Strategy 1: Keep monitoring and assessing the implementation of the new curriculum</p> <p>Strategy 2: Weekly/bi-weekly/monthly discussions of administration and teachers regarding the implementation of the new curriculum</p> <p>Strategy 3: View results of the Winter MAP scores, share with related staff, and plan for the Spring MAP completion, and derived data thereof</p>		
Need:		
<p>Strategy 1: Funding sources for continuation of the new curriculum into the 2023-2024 school year</p> <p>Strategy 2: Acquire more presenters for the August 2024 PD dates before school starts, related to the curriculum and PBIS</p>		



Strategy 3: Receive, view, plan, assess, share, and plan for the 2023-2024 school year with the 2022-2023 SBAC and Spring 2024 MAP scores

Adult Learning Culture

School Goal 2: Our school goal for adult culture is to offer more training in all school policies and procedures, including methods for teaching and implementing Positive Behavior Intervention Supports (PBIS), therefore teaching all students all these related policies and procedures. Training will be offered on a monthly / bi-weekly basis. Training will result in an increase all staff knowledge of the school’s policies and protocols and PBIS methods. All staff will be trained and versed in these policies and procedures.

Improvement Strategies	Intended Outcomes	Status Check 2 Status
Administration and Expert Presenters will be attained and utilized to provide trainings on a monthly basis, holding staff accountable for school policies and protocols, with all students involved, targeting PBIS	Monthly meetings and increased PBIS, lower behavioral referrals, and increased school culture	Strong

Lessons Learned (Now)

- Strategy 1: Expert presenters are not easy to acquire to the school’s specific needs and trainings required**
- Strategy 2: Plan for trainings, with presenters way in advance and confirm availability multiple times before training dates**
- Strategy 3: Data presented to staff (mostly teachers) need to be delivered in positive, accountable, and systematic ways, all centered around student growth**
- Strategy 4: PBIS varies slightly amongst all staff, so consistent expectations, set forth from administration, must be regularly communicated and assessed**
- Strategy 5: Consistently communicate to families about the school’s PBIS strategies and methodologies**

Next Steps:

- Strategy 1: Keep seeking and acquiring expert presenters to train all related staff for the school’s goals aligned to the SPP, making data based decisions**
- Strategy 2: Continue to monitor and assess teachers, with fidelity, all expectations related to the SPP and PBIS, with overall student success**



as a growth model
Need:
Strategy 1: Defined, scheduled, and appropriate time for acquire expert presenters
Strategy 2: Time for administration to deliver proper feedback/responses to staff
Strategy 3: Continuations of the accountability measuring devices for teachers
Strategy 4: More PBIS knowledge, using best practices, to increase student growth (behaviorally, academically, and social emotionally)

Connectedness		
School Goal 3: Increase overall student attendance by reducing chronic absenteeism by 10% and severe absenteeism by 4%. Further creating an environment where student discipline (major incidents) is decreased by 20 events for the current school year		
Improvement Strategies	Intended Outcomes	Status Check 2 Status
Assigned office staff to make daily attendance calls to absent students, to increase overall attendance	Reduce chronic absenteeism by 10% and severe absenteeism by 4%	Needs Immediate Attention
Increased PBIS trainings, targeting to lessen behavioral incidents	Decrease by 20 major behavioral incidents	Strong
Lessons Learned (Now)		
Strategy 1: Continuation that assigned staff requires much attention, accountability, and motivation to contact absent students		
Strategy 2: Administration needs to conduct daily discussions with the staff who are expected to conduct the calls, and model the calls made		
Strategy 3: Teachers require explicit, in incremental steps for school-wide PBIS to be consistently used		
Strategy 4: Teachers also need to have constant feedback on their implementation of the school-wide PBIS system		
Next:		
Strategy 1: Keep contacting absent students/families on a daily basis		



Strategy 2: Offer various rewards incentives for students who attend on a regular basis

Strategy 3: Offer various rewards for students who receive little to no behavioral referrals

Strategy 4: Continued, regularly scheduled meetings to provide feedback

Need:

Strategy 1: Publicly communicate and share the school-wide PBIS system utilized and attendance expectation

Strategy 2: Continuation of monitoring staff assigned for attendance calls

Strategy 3: Continued, scheduled, time to implement all related plans