

**Act 2 - Status Check 1**

**\*\*Only type in the yellow cells.\*\***

**Directions and Resources for Status Check 1**

**Status Tracker Directions:**

← Before completing this tab, follow the directions to set up the Master Sheet.

1. Rate the overall status of each improvement strategy:

- Strong** - on track;
- At Risk** - requires some refinement and/or support; or
- Needs Immediate Attention** - requires immediate support

**Note:**

The status you enter from the drop-down lists will automatically update the accompanying cell on the Master Tracker tab.



2. Identify specific **Lessons Learned (Now)**, **Next Steps**, and **Needs**

**Tarkanian MS**

**Inquiry Area 1 - Student Success**

Increase the percent of current 8th grade students meeting or exceeding the established growth target in math from 42% (Spring 23) to 52% (Spring 24), as measured by the MAP® Growth™ Assessments

Improvement Strategies	Intended Outcomes/Formative Measures	Status <i>Are we implementing the improvement strategy as planned?</i>	Now (Lessons Learned) <i>What does our progress monitoring data reveal about progress toward our goal? What are we learning as we implement our improvement strategies? What challenges with implementation and gaps in</i>	Next (Next Steps) <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i>	Need <i>What do we need to be successful in taking action?</i>
Utilize progress monitoring tools to calibrate and make instructional adjustments based on student performance. In addition, develop and implement common formative and summative assessments and learning tasks aligned to standards.	<ul style="list-style-type: none"> <li>● MAP Growth Reports</li> <li>● TMS PLC driven common assessments</li> <li>● Progress monitoring tools (MATHia, Exact Path, Edulastic)</li> </ul>	Strong	To date, the improvement strategy was fully implemented and appears to have a positive impact of student learning. Progress monitoring data indicates (MAP Growth, Fall 2023), that 8th grade students that met their growth projections increased by 7% from the baseline (MAP Growth, Spring 2022) making progress towards our goal of 52% by Spring 2024. Sustaining a focus on student data driven instruction remains a challenge through the course of an entire school year, as student needs remain holistic.	Data shows that a focus on data driven Math instruction should continue as a critical intervention. Although progress towards our goal has been made, efforts need to continue in facilitating student are receiving instruction based on progress monitoring data. All Math teachers and Administrators should continue to work within PLC's to avoid data drift. In addition, specific students and or groups should be identified (as part of PLC) to assess specific needs or barriers to improvement.	School administrators, counselors, and teachers should review student MAP Growth Reports and CRT results to further identify students that would benefit from additional support and intervention. In addition, an effort to increase parent support of an academically focused student should be made by all stakeholders.

**Inquiry Area 2 - Adult Learning Culture**

By the end of the 2023-2024 school year, 100% of PLC meetings will be focused on grade level standards, common assessments, planning using district supported materials and pacing guides, and based on timely student data, and walkthrough observation data will show that in 80% of observations, tasks and instruction will be fully aligned with the standards.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Utilize dedicated PLC time to review data from progress monitoring tools to calibrate and make instructional adjustments based on student performance across the grade levels.	<ul style="list-style-type: none"> <li>● PLC produced common assessments</li> <li>● MAP Growth Testing</li> </ul>	Strong	The universal PLC process is defined and implemented throughout the TMS instructional staff. New District guidelines for PLC+ have also implemented. To date, walkthrough data shows that 79% of instruction is fully aligned with grade level standards. As part of our focus for PLC in the 2023-2024 school year, PLC time has been built into our master schedule, providing teachers dedicated time to conduct PLC practices, which we believe is a major contributor to the positive data recorded in walkthrough data. Sustaining a focus on student data driven instruction facilitated by the PCL process remains an implementation challenge.	An effective and adaptive PLC process should continue to be a foundational priority. Teacher leaders need to persevere through the challenges at the school and District level to keep their teams focused on maintaining high academic rigor and an emphasis on teaching to the standards despite these challenges. Teachers have also expressed the need for PLC time (possibly outside the school day) to sustain the focus on data driven instruction while also preparing for the needs of students that require remediation to keep up with the curriculum.	Along with supporting students' holistic needs, we must be sensitive to the holistic needs of the teachers as well. The TMS PLC process has increased the time-on-task for teachers to collaborate and plan on-going rigorous instruction that is data driven and aligned with standards. Teacher burnout is an ongoing concern with the instructional staff. Because of this we must and take time to recognize and celebrate all accomplishments to maintain a positive environment during difficult times. We must also focus on refining our PLC procedures to maximize efficiency and ensure teaches have a reasonable work/life balance.

**Inquiry Area 3 - Connectedness**

By Spring 2024, TMS Counselor data will show that 60% of student interactions will be for academic issues and 40% will be for non-academic needs.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>TMS Counselors will provide 100 intervention lessons in classrooms, addressing critical SEL and academic challenges.</p>	<ul style="list-style-type: none"> <li>● Panorama Survey Results</li> <li>● Teacher progress reports and report card grades</li> <li>● TMS Counselor Data</li> </ul>	<p style="text-align: center; color: green;">Strong</p>	<p>To date, counselors have provided intervention lessons to 24 classrooms, and responded to 504 direct referrals for assistance. Counselors continue to address non-academic issues at an increasing rate. Classroom interventions and social-emotional awareness lessons continue to be implemented. Resources, personnel, and time continue to remain a barriers to support of academic achievement.</p>	<p>Consideration for additional proactive measures in the classroom setting may alleviate time for counselors to focus more on "at risk" students in need of both academic and non-academic help. RethinkEd continues to be rolled out in classrooms and will continue to be a focus as an in-class intervention. We hope to continue this practice and move towards implementing more social groups to reach students with SEL needs and clear a path to academic achievement.</p>	<p>All staff must continue to remain vigilant in monitoring students for signs of emotional, behavioral and academic distress. Communication of these observations (and counselor referrals) should be timely for early intervention. Work with stakeholders on streamlining the communication and documentation work-flow is on-going. Overall, to date the systems has worked efficiently and effectively, however, we anticipate the system being stress-tested as we approach and are into the holiday season as this typically is a time of academic and SEL need for vulnerable students.</p>
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