

Act 2 - Status Check 2 (Plan of Operation Requirement)

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

[Directions and Resources for Status Check 2](#)

Status Tracker Directions:

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

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



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 implementation?</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 biased 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"> MAP Growth Reports TMS PLC driven common assessments Progress monitoring tools (MATHia, Exact Path, Edulastic) | Strong | To date, the improvement strategy is fully implemented and appears to have a positive impact of student learning. Progress monitoring data indicates (MAP Growth, Winter 2024), that 8th grade students that met their growth projections increased by 12% from the baseline (MAP Growth, Spring 2022) exceeding our goal of 52% by Spring 2024. Our hope is that this growth continues through the final Spring 2024, MAP assessment. Sustaining a focus on student data driven instruction remains a challenge through the course of an entire school year, as student needs expand headed into the Spring. | Data continues to show that a focus on data driven Math instruction should continue as a critical intervention despite recent gains. Although meaningful progress towards our goal has been made, efforts need to continue in facilitating instruction based on progress monitoring data. In support of that effort, approximately 60 8th grade students have been identified to participate in additional intervention classes after school to support Math achievement and summative testing. | School administrators, counselors, and teachers should continue to monitor student MAP Growth Reports and formative testing 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"> PLC produced common assessments MAP Growth Testing | 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 and observational data shows that ~ 89% 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 continued to express 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. In support of that effort ELA and MATH intervention classes after school have been made available to identified students to support achievement and address teacher concerns. | 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. We must also focus on refining our PLC procedures to maximize efficiency and ensure teachers have a reasonable work/life balance. The team also discussed that ongoing PLC development should include teacher training as several of the new staff members are new teachers without advanced PLC experience and expertise. |

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"> ● Panorama Survey Results ● Teacher progress reports and report card grades ● TMS Counselor Data | <p>Strong</p> | <p>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>To date, counselors have provided intervention lessons to 109 classrooms, and responded to 3767 direct referrals for assistance for non-academic issues. School counselors continue to address non-academic issues at an increasing rate.</p> | <p>In preparation for the 2024-2025 school year, the team discussed expanding the Leadership elective class beyond the 6th grade to build upon the previous year's work. RethinkEd continues to be rolled out in classrooms and will continue to be a focus as an in-class intervention for SEL needs.</p> | <p>The loss of a student during the 2023-2024 school year, firmly emphasizes that we must continue to remain vigilant in monitoring students for signs of emotional, behavioral and academic distress. Communication and early intervention of these observations should continue to be a critical priority for staff.</p> |
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