

Act 3 - Reviewing Our Journey

Directions and Resources for Act 3

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

Status Tracker Directions: 1. Select from the drop-down list: Did we achieve our goals - Yes, No . Should we continue, correct, or cancel our goals/strategies - Continue, Correct, Cancel . 2. Identify specific Lessons Learned, 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. ↓
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Tarkanian MS

Inquiry Area 1 - Student Success		Did we achieve our Student Success goal? <i>What does our data reveal about our progress toward our goal?</i>	Continue, Correct, or Cancel the Goal? <i>Should we continue, correct, or cancel this goal in our next SPP?</i>			
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		Yes	Cancel			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful? <i>How successful were we at implementing our improvement strategies?</i>	Continue, Correct, or Cancel the Strategy? <i>Should we continue, correct, or cancel the associated improvement strategies in our next SPP?</i>	Now (Lessons Learned) <i>Why were our improvement strategies successful or unsuccessful? What have we learned about ourselves and our school through this goal and these improvement strategies? How have our improvement efforts impacted achievement across demographic groups?</i>	Next (Next Steps) <i>What can we do right away to put our Lessons Learned into practice?</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"> MAP Growth Reports TMS PLC driven common assessments Progress monitoring tools (MATHia, Exact Path, Edulastic) 	Yes	Cancel	To date, the improvement strategy is fully implemented and appears to have a positive impact of student learning. Progress monitoring data indicates (MAP Growth, Spring 2024), that 8th grade students that met their growth projections increased by 23% from the baseline (MAP Growth, Spring 2022) exceeding our goal. Our hope is that this growth continues through the 2024-2025 school year.	Data continues to show that a focus on data driven Math instruction should continue as a critical intervention despite recent gains. Although success of our goal has been achieved, efforts need to continue in facilitating instruction based on progress monitoring data. Efforts in providing additional intervention classes after school to support Math appear to be effective for increasing student achievement	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. The consensus among stakeholders is for academic intervention efforts to be more focused on underachieving groups identified in the accountability report.
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.		Yes	Cancel			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	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 	Yes	Cancel	The TMS PLC process and PLC+ is defined and implemented throughout the TMS instructional staff. To date, walkthrough and observational data shows that ~ 93% of instruction is fully aligned with grade level standards. Sustaining a focus on student data driven instruction, facilitated by the PCL process with a goal of 100%, remains an implementation challenge	An effective and adaptive PLC process should continue to be a foundational priority. Teachers have continued to advocate 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. The ELA and MATH intervention classes after school have been a net positive to support achievement and address teacher concerns. The consensus among stakeholders is for intervention efforts to continue with a more specific focus on teacher PD.	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. Refining our PLC procedures to maximize efficiency and ensure teachers stay aligned with goals remain a priority. Stakeholders agree that ongoing PLC development should include teacher training and professional development as staff turnover remains a barrier District wide.
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.		No	Cancel			
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
TMS Counselors will provide 100 intervention lessons in classrooms, addressing critical SEL and academic challenges.	<ul style="list-style-type: none"> Panorama Survey Results Teacher progress reports and report card grades TMS Counselor Data 	Yes	Cancel	Classroom interventions and social-emotional awareness lessons were implemented. To date, counselors have provided intervention lessons to 218 classrooms, and responded to 5001 direct referrals for assistance for non-academic issues. School counselors continue to address non-academic issues at an increasing rate which remains a concern for all stakeholders.	Leadership elective class has been a net positive for the school community in mitigating SEL student issues. RethinkEd and other interventions will continue to be a focus as an in-class intervention for SEL needs moving forward. We are hopeful that District leadership will continue to recognize the impact of SEL issue on academic achievement and continue to provide resources to address this barrier to achievement.	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. The consensus among stakeholders is for intervention efforts to continue with a more specific focus on at risk groups.