

Events 6-8: Navigating Our Course 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: Events 6-8 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 Events 6-8 slide deck. These will need to be updated prior to each Event.
- **Step 2:** Reflect on the **Now, Next, Need** questions noted in the slide deck.
- **Step 3:** Fill in the appropriate cells for Events 6, 7, and 8. You may use the tables starting on page 2 of this handout or use the *Events 6-8: 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 event 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 Events 6-8 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 event, copy and paste **Strong**, **At Risk**, or **Needs Immediate Attention** to the Event # Status column determined by the Event's activities on the following pages.

Student Success				
School Goal 1: <i>By the end of each quarter of the 2021-2022 School Year, Swope Middle School will reduce the combination of chronic absenteeism and severely chronic absenteeism to less than 10 percent.</i>				
Improvement Strategies	Intended Outcomes	Event 6 Status	Event 7 Status	Event 8 Status
Hire a full-time substitute as a tutoring Interventionist to support students identified as needing Tier 2 and Tier 3 supports in math and ELA classes.	Students working with the Tutoring Interventionist teacher will receive support in the classroom on grade-level assignments every week. These students will show larger than avg. growth on progress monitoring measures.	Waived by NDE	Strong	Update after Event 8

Adult Learning Culture				
School Goal 2: <i>Teachers will participate in PLC time at least twice a week during prep and early-release Wednesdays to create common assessments based on standards as measured by PLC artifacts and common assessments, identifying how to support students with intervention and enrichment actions based on assessment data over the course of the 2021-2022 SY.</i>				
Improvement Strategies	Intended Outcomes	Event 6 Status	Event 7 Status	Event 8 Status
Teachers will actively engage in the PLC Model to focus on learning, collaboration, and results. Students will work at the school site and with district leads to identify Essential Standards and Nevada Academic Standards, develop common assessments, utilize those assessments to answer the 4 essential questions, and then provide intervention and enrichment opportunities for students. Collective teacher efficacy,	Students in math and ELA classes will improve their achievement scores as class time is created to provide supports to students who need interventions and students who need access to enrichment opportunities.	Waived by NDE	At Risk	Update after Event 8



according to John Hattie’s meta-analyses work, has the desired effect of increasing student learning growth to the point of helping students catch-up to grade-level standards.				

Connectedness				
School Goal 3: Swope will improve school communication with parents of students in Tier 2 and Tier 3 supports as well as our Spanish-speaking families and increase family engagement as measured by an increase in responses to school surveys and data collected from our Family Graduation Advocate to support student achievement during the 2021-2022 SY				
Improvement Strategies	Intended Outcomes	Event 6 Status	Event 7 Status	Event 8 Status
<i>Hire a Family Graduation Advocate [FGA] to support school communication and family navigation of school processes to increase student attendance and family engagement in school with a focus on students identified with 2 or more risk factors.</i>	<i>Students identified as having 2 or more risk factors on the WCSD Early Warning System will have a point-of-contact within the school to support communication and the FGA will communicate with families in multiple ways to increase 2-way communication. In addition, communication with all students with Spanish-speaking families have an immediate support-system located within the school.</i>	Waived by NDE	At Risk	Update after Event 8

Event 7 - Status Check 2

Student Success
School Goal 1: By the end of each quarter of the 2021-2022 School Year, Swope Middle School will reduce the combination of chronic



absenteeism and severely chronic absenteeism to less than 10 percent. Currently at 4.42% Severely Chronic and 12.15% Chronic Absenteeism. This is better than 2021 SY 32.7% but still higher than 7.32% pre-pandemic.

Improvement Strategies	Intended Outcomes	Event 7 Status
<p>Hire a full-time substitute as a tutoring Interventionist to support students identified as needing Tier 2 and Tier 3 supports in math and ELA classes.</p>	<p>Student working with the Tutoring Interventionist teacher will receive support in the classroom on grade-level assignments every week. These students will show larger than avg. growth on progress monitoring measures.</p>	<p>At Risk</p>
Lessons Learned (Now)		
<p>Strategy 1: Identified funding through Rally and ESSER Grant was the easy step this school year. Challenges finding long-term certified guest teachers to work the hours identified. Started with two part time guest teachers and an ARL candidate for special education through CEIS funds.</p>		
<p>Strategy 2: Able to secure a daily guest teacher by utilizing an unfilled allocation and ESSER's funding in addition to the ARL candidate. Students are receiving support in ELA, math, and science using the co-teaching model as well as pullout.</p>		
<p>Strategy 3: Unexcused absences have been cut in half from 32% to 16% over the past year, but double the percentage pre-pandemic. Need to celebrate our growth while working to increase conversations with families.</p>		
<p>Strategy 4:</p>		
Next Steps:		
<p>Strategy 1: Continue to recruit long-term guest teachers and classified employees through weekly updates, PFA meetings, and other scheduled times with parents.</p>		
<p>Strategy 2: Utilize Prevention Interventionist to support relationship-building and introduce students to after school programs to include intramurals and robotics.</p>		



Strategy 3: Creating a schedule and identifying incoming students for support next year, with an understanding of available funding, will increase effectiveness.

Strategy 4:

Need:

Strategy 1: Continued access to RALLY and ESSER Grant funding as well as sustainable funding to support academic growth of students when RALLY and ESSER funding end.

Strategy 2: Training for Interventionists and planning time scheduled with ELA and Math.

Strategy 3:

Strategy 4:

Adult Learning Culture

School Goal 2: *Teachers will participate in PLC time at least twice a week during prep and early-release Wednesdays to create common assessments based on standards as measured by PLC artifacts and common assessments, identifying how to support students with intervention and enrichment actions based on assessment data over the course of the 2021-2022 SY.*

Improvement Strategies	Intended Outcomes	Event 7 Status
<p>Teachers will actively engage in the PLC Model to focus on learning, collaboration, and results. Students will work at the school site and with district leads to identify Essential Standards and Nevada Academic Standards, develop common assessments, utilize those assessments to answer the 4 essential questions, and then provide intervention and enrichment opportunities for students. Collective teacher efficacy, according to John Hattie’s meta-analyses work, has the desired effect of increasing student learning growth to the point of helping students catch-up to grade-level standards.</p>	<p><i>Students in math and ELA classes will improve their achievement scores as class time is created to provide supports to students who need interventions and students who need access to enrichment opportunities.</i></p>	<p>At Risk</p>



Lessons Learned (Now)		
Strategy 1: Math: Common Assessments have a very challenging curriculum timeline and each school is not uniform in pacing with others middle schools.		
Strategy 2: ELA: Common Assessments are future concerns, with a focus on common planning of instructional units aligned with Springboard and incorporating		
Strategy 3:		
Strategy 4:		
Next Steps:		
Strategy 1: Math: Continue to meet twice weekly to continue developing warm ups, preparation for common assessments, and address gaps in learning based on common assessments.		
Strategy 2: ELA: Continue to meet and implement continued integration of LEXIA as a part of the weekly expectations for all students.		
Strategy 3: Identify monies to sub out teachers for full day planning sessions by department.		
Strategy 4:		
Need:		
Strategy 1: Additional training on how to analyze common assessments and creation of more frequent formative assessments.		
Strategy 2: ELA: More time to prepare and meet with LEXIA regarding the performance of students.		
Strategy 3: Schedule time with District departments to streamline needs.		
Strategy 4: : Finances to sub out teachers each quarter		



Connectedness		
<p>School Goal 3: Swope will improve school communication with parents of students in Tier 2 and Tier 3 supports as well as our Spanish-speaking families and increase family engagement as measured by an increase in responses to school surveys and data collected from our Family Graduation Advocate to support student achievement during the 2021-2022 SY.</p>		
Improvement Strategies	Intended Outcomes	Event 7 Status
<p><i>Hire a Family Graduation Advocate [FGA] to support school communication and family navigation of school processes to increase student attendance and family engagement in school with a focus on students identified with 2 or more risk factors.</i></p>	<p><i>Students identified as having 2 or more risk factors on the WCSD Early Warning System will have a point-of-contact within the school to support communication and the FGA will communicate with families in multiple ways to increase 2-way communication. In addition, communication with all students with Spanish-speaking families have an immediate support-system located within the school.</i></p>	<p>Strong,</p>
Lessons Learned (Now)		
<p>Strategy 1: Identified bi-weekly meetings with Attendance Team, time to support Teams for phone calls, FGA trainings to review new information/data implementation, and training for IEP communication.</p> <p>Strategy 2:</p> <p>Strategy 3:</p> <p>Strategy 4:</p>		
Next:		
<p>Strategy 1: Identified additional opportunities to connect with students in preparation of summer school and District funding to support attendance checks during summer school.</p> <p>Strategy 2: Review case-load attendance FGA tab to determine effectiveness and documentation.</p>		



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

Event 8 - Status Check 3

Student Success		
School Goal 1:		
Improvement Strategies	Intended Outcomes	Event 8 Status
<i>Copy/paste Improvement Strategies identified in the SPP Roadmap or from above. Add/delete rows as needed.</i>	<i>Copy/paste intended outcomes the school identified in the SPP Roadmap or from above.</i>	
Key Takeaways (Now):		
Strategy 1:		
Strategy 2:		
Strategy 3:		



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

Adult Learning Culture		
School Goal 2: <i>Copy/paste Goals the school identified in the SPP Roadmap or from the At A Glance table above.</i>		
Improvement Strategies	Intended Outcomes	Event 8 Status
<i>Copy/paste Improvement Strategies identified in the SPP Roadmap or from above. Add/delete rows as needed.</i>	<i>Copy/paste intended outcomes the school identified in the SPP Roadmap or from above.</i>	
Lessons Learned (Now)		



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

Connectedness		
School Goal 3: <i>Copy/paste Goals the school identified in the SPP Roadmap or from the At A Glance table above.</i>		
Improvement Strategies	Intended Outcomes	Event 8 Status
<i>Copy/paste Improvement Strategies identified in the SPP Roadmap or from above. Add/delete rows as needed.</i>	<i>Copy/paste intended outcomes the school identified in the SPP Roadmap or from above.</i>	



Lessons Learned (Now)		
Strategy 1:		
Strategy 2:		
Strategy 3:		
Strategy 4:		
Next:		
Strategy 1:		
Strategy 2:		
Strategy 3:		
Strategy 4:		
Need:		
Strategy 1:		
Strategy 2:		
Strategy 3:		
Strategy 4:		