



## 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			
<b>School Goal 1:</b>			
<p>Students will improve their math levels as measured by iReady diagnostic by decreasing the lowest quintile by 2 percent. Fall 2023 scores include the following percentage of students in the lowest quintile in 6<sup>th</sup> grade (13%), 7<sup>th</sup> grade (22%), and 8<sup>th</sup> grade (29%). The middle of the year (MOY) diagnostic saw a percentage of students in the lowest quintile in 6<sup>th</sup> grade (12%), 7<sup>th</sup> grade (18%), and 8<sup>th</sup> grade (25%). Over all three grade levels the lowest quintile dropped from 21% to 18%. The lowest two quintiles also had an overall decrease in percentage from 22% to 20% in 6<sup>th</sup> grade; 34% to 29% in 7<sup>th</sup> grade; and 41% to 36% in 8<sup>th</sup> grade. The highest quintile grew from 16% to 23% over all grade levels.</p> <p>Students will improve their reading scores as measured by iReady diagnostic by reducing the percentage of students in the 4<sup>th</sup> and 5<sup>th</sup> quintile by 2%. Fall 2023 percentage for the 4<sup>th</sup> and 5<sup>th</sup> quintile are 32% (6<sup>th</sup> grade), 35% (7<sup>th</sup> grade), and 39% (8<sup>th</sup> grade). The middle of the year (MOY) diagnostic saw a percentage of students in the 4<sup>th</sup> and 5<sup>th</sup> quintile in 6<sup>th</sup> grade (29%), 7<sup>th</sup> grade (32%), and 8<sup>th</sup> grade (38%). Over all three grade levels the 4<sup>th</sup> and 5<sup>th</sup> quintile dropped from 35% to 33%. The highest quintile had an overall increase in percentage from 30% to 23% overall.</p>			
Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
<b>Improvement Strategy: Implementation of iReady during the school day to support improvement of ELA and Math achievement levels.</b>	Math - decreasing the lowest quintile by 2 percent. Reading - decreasing the percentage of students in the 4 <sup>th</sup> and 5 <sup>th</sup> quintile by 2%.	<b>Strong</b>	
iReady reports will be accessed by math teachers weekly to consider cohorts in need of remediation during math class.	Math - decreasing the lowest quintile by 2 percent.	<b>At Risk</b>	
ELA classes will implement iReady with fidelity at least once each full week in class and assess usage quarterly to ensure students are accessing at least 45 minutes a week.	Reading - decreasing the percentage of students in the 4 <sup>th</sup> and 5 <sup>th</sup> quintile by 2%.	<b>At Risk</b>	
ELD Teacher will support use of ELlevation strategies in the regular classroom.	Reading - decreasing the percentage of students in the 4 <sup>th</sup> and 5 <sup>th</sup> quintile by 2%.	<b>Strong</b>	



At the beginning of the 1st quarter, Swope will implement additional math instruction during Advisory for the remainder of 2023-24 SY using iReady.	Math - decreasing the lowest quintile by 2 percent.	Strong	
Development of Tier 1 instruction with a focus on new curriculum in science, social studies, and ELA.	Reading - decreasing the percentage of students in the 4 <sup>th</sup> and 5 <sup>th</sup> quintile by 2%.	At Risk	
Continue to implement strategies from professional development for math teachers last year: Building Thinking Classrooms in Mathematics. Including: 1. Provide students with thinking tasks that are non-curricular 2. Support random grouping of students. 3. Students work on vertical non-permanent surfaces. 4. Ask questions that require the students to keep working, trying, and thinking. 5. Ensure students are engaged in a task in the first 5 minutes of class.	Math - decreasing the lowest quintile by 2 percent.	At Risk	
Identify specific students needing support [Student Monitoring Tool and MTSS Committee]	Math - decreasing the lowest quintile by 2 percent. Reading - decreasing the percentage of students in the 4 <sup>th</sup> and 5 <sup>th</sup> quintile by 2%.	At Risk	
Implement Tier 2 school-wide Interventions in ELA and Math.	Math - decreasing the lowest quintile by 2 percent. Reading - decreasing the percentage of students in the 4 <sup>th</sup> and 5 <sup>th</sup> quintile by 2%.	At Risk	
Work with teachers of record to set up weekly supports with EL Facilitator.	Reading - decreasing the percentage of students in the 4 <sup>th</sup> and 5 <sup>th</sup> quintile by 2%.	Needs Attention	
Focus on implementation of Tier 2 practices for mental health, behavior, academics, and attendance.	Math - decreasing the lowest quintile by 2 percent. Reading - decreasing the percentage of students in the 4 <sup>th</sup> and 5 <sup>th</sup> quintile by 2%.	At Risk	
Tutoring opportunities after school.	Math - decreasing the lowest quintile by 2 percent. Reading - decreasing the percentage of	Strong	



	students in the 4 <sup>th</sup> and 5 <sup>th</sup> quintile by 2%.		
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Adult Learning Culture
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**School Goal 2:** Teachers will participate in PLC time at least three times every two weeks during prep and early-release Wednesdays to create common assessments based on standards as measured by PLC artifacts and common assessments, analyze common assessments, and identify how to support students with intervention and enrichment actions based on assessment data over the course of the 2023-2024 SY.

Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
<b>Improvement Strategy:</b> Teachers will actively engage in the PLC Model to focus on learning, collaboration, and results. Teachers will work at the school site and with Instructional 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>Norms set by the PLC teams to days they will meet and expectations.</p> <p>Artifacts from PLC include common assessments and action plan for each step of the process to include analysis of common assessments, student interventions, enrichment plan, etc, based on assessment data.</p> <p>iReady data and PLC fidelity checks.</p>	At Risk	

Connectedness
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**School Goal 3:** By the end of each quarter of the 2023-2024 School Year, Swope Middle School will reduce the combination of chronic absenteeism and severely chronic absenteeism to less than 10 percent. Swope will implement class meetings with fidelity in Advisory class introducing restorative circles.

Chronic absenteeism which includes severely chronic absenteeism (5.23%) and chronic absenteeism (11.76%) continues to be a challenge during the 2023-24 SY as the total chronic absenteeism of 17% is well above ceiling of 10% targeted for reduction at Swope Middle. There have been gains as the end of the 2022-2023 school year saw a total of 18% of students chronically absent and 10% of students were severely chronically absent. These numbers are promising with a possible decline in absenteeism percentages, but our data still shows 10.25% of our student population is approaching chronic absenteeism. Approximately 724 students have satisfactory attendance.

Improvement Strategies	Intended Outcomes	Status Check 1 Status	Status Check 2 Status
Administration and Staff will enforce with fidelity and consistency PBIS expectations by implementing PBIS and	Improved attendance	At Risk	



progressive discipline plan as outlined in our August Professional Development meeting.			
Identify students with 2 or more risk factors on the District Early Warning System and utilize to create cohort to improve communication with families as it relates to attendance and behavior risk factors.	Improved attendance	At Risk.	
Provide training for PBIS usage in the classroom, set up calendar for usage, support purchase of rewards for student and staff usage.	Improved attendance	At Risk	
Provide access to Second Step and Restorative Circles to include use of Restorative Circles in Staff Training.	Improved attendance	At Risk	
Implement SEL (Second Step or Class Meetings) on a weekly basis during Advisory.	Improved attendance	At Risk	
Implement with fidelity, usage of PBIS expectations.	Improve attendance	At Risk	
Work with Family School Partnerships to identify Parent University sessions for parents around the topics of middle school-aged students to include cell-phone usage, PBIS, working through behaviors, supporting academic achievement with knowledge of Infinite Campus.	Improve attendance	At Risk	
Each month data reported to staff (# of PBIS awards given and # of Behavior Minors reported in IC)	Improve attendance	At Risk	