

CHEC ALT TEAM MEETING SEPTEMBER 27
CSP SUB GROUP REPORTS

SEL Target Areas	Data to be reviewed	How often?	Metrics
Attendance (Tier II/III)	-Chronic Tardy -Chronic Absences	-> Daily/Weekly (Deans) -> Weekly (Counselors/PGT/ other Support Staff)	90%
Behavior/Discipline (Tier II/III)	-Suspensions -ISSs -RJ circles / Mediations	-> Monthly/Quarterly (Duvall)	< 10%
Mental Health/ Social Services (Tier II/III)	PGT Referrals	-> BOY, MOY, EOY (PGT)	
SEL Surveys (Tier 1)	School-Wide Teacher Survey- "AIR Warmth & Support Indicators" School-Wide Student Survey- Annual DCPS Student Survey- Panarama Survey	-> BOY, MOY, EOY (ALT Team) -> BOY, MOY, EOY (ALT Team) -> Annual (EOY)	>10% >10% >10%
Training/ Building Capacity around SEL (Tier I)	For all Teachers - LEAP SEAD Module Trainings thru Dept Mtgs & Open Space Technology @ Faculty Mtgs For all Students - Health & Wellness Survey & Advisory Lessons (community building & coping skills) & Awareness Campaigns	-> BOY (ALT Team) ->MOY, EOY (ALT Team & Others) -> BOY (ALT Team) -> Weekly (Counselors & ALT Team) -> BOY, MOY, EOY (PGT & Others)	

Math Feedback

CHEC ALT TEAM MEETING SEPTEMBER 27
CSP SUB GROUP REPORTS

FEEDBACK TO SEL GROUP FROM GALLERY WALK

Wows

SEL Team can share areas of data needed
This is a lot of information

Wonders

How do you gain access to this data.
How does the data get communicated and when? Schedule is needed
Can the student survey mirror the panorama survey? Can the y be broken down more?
What is the prediction about focusing more on data for SEL?
Can we let students have more ownership of the advisory lessons?
Do we need teachers to take the SEL Survey twice if the y already did it in the LEAP Module?

MATH SUBGROUP DATA PLAN

What weekly, monthly, quarterly and annual data will we use to measure our success? Who and when will we look at this data?

PARCC Data: teachers analyze data for prerequisite years, with students sorted by different mastery levels for different topics and subjects

PEOPLE: Alg2 look at GeomPARCC, Geom look at Alg1PARCC, Alg1 look at 8th, 8th looks at 7th, 7th looks at 6th

FREQUENCY: Bi-weekly Short Cycles, Summative Assessments with PARCC items

PSAT/SAT Data: teachers pull PSAT data for 9/10th grade, measure SAT growth 11th & 12th grades

PEOPLE: Alg2/Precalc, ElemFn, ProbStat

FREQUENCY: Bi-weekly SAT/PSAT Practice

AP Calculus Data: teachers utilize course materials in two phases: textbook items and teacher-made items for practice for the first semester with intermittent AP Exam items when possible, then in phase two, teachers utilize regular AP Free Response prompts daily and full-length exams for approximately 1 per month while students practice additional practice exams outside of class.

PEOPLE: APCalcAB

FREQUENCY: Daily Quizzes / Daily Free Responses, Unit Summative Assessments, Bi-weekly take-home exams (later in year), and Monthly in-school full-length exams (later in year)

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CSP SUB GROUP REPORTS

NWEA-MAP Test: for monitoring student proficiencies with essential math skills in HS

PEOPLE: Alg1, Geometry, Alg2

FREQUENCY: BOY, MOY, EOY

iReady: for monitoring student proficiencies with essential math skills in HS

PEOPLE: 6th Grade, 7th Grade, 8th Grade Math subjects

FREQUENCY: BOY, MOY, EOY

IXL: Diagnostics provide good immediate data, monitor student progress/mastery by unit

FREQUENCY: daily practice for students, immediate feedback for students

What structures will exist so that we can respond in real time to our data?

Mastery Connect / Edcite: students can input short cycle assessments, summative assessments, and practice exams through Mastery Connect or Edcite

NWEA-MAP Data Tracking: on General Math Skills, through Clever, data is available through MAP testing site

Personalized Trackers: possibly as Gdocs or subject team spreadsheets for tracking individual student performance

How will we cultivate teams so that the work of the work will be happening in between ALT meetings?

Math Teachers can meet as a department during meetings, at least bi-weekly, to problem solve, and put work towards different ALT meeting initiatives. Mr. Schutt may become unhinged if he doesn't get some help, so he will delegate specific duties to some different teachers. For example, Ms. Docena has been appointed as the upper-level math team laptop cart Xzar. Other teachers may be able to be in charge of compiling data sets for department review.

How will we hold ourselves accountable?

We can do inter-department checkin's where different departments mix and see what other departments are doing, possibly during ALT team meetings or SLC.

How will we communicate our results and progress and next steps?

CHEC ALT TEAM MEETING SEPTEMBER 27
CSP SUB GROUP REPORTS

Teachers can host presentations for the department to demonstrate the application of these data plans and results. We can visit other departments to see how students are performing cross-curricularly.

Feedback from Gallery Walk

- Schutt: It's difficult to collect data on free response data
- When you have the free response, can you focus on what you taught and mimic the free response and align it to your instruction?
- How is the data being used to inform instruction
- There are a lot of data points being collected that may be come overwhelming
- How does the data triangulate between each data set, for example, how does one data set relate to student performance on other data set
- Track the SAT data- more focus on preparing students with the assessment
- Making sure that students know about the SAT prep courses afterschool
- How often are students inputting data on their popsheets
- Are the questions (the comprehension free response) introduced in the content phase of the AP class.

Literacy

What weekly, monthly, quarterly and annual data will we use to measure our success? Who and when will we look at this data?

Weekly	Monthly	Quarterly	Annually
Focus Areas - ELA Short Cycle Assessments <ul style="list-style-type: none"> • On demand writing • Multiple-choice 	GRASPS Circulation data <ul style="list-style-type: none"> • by grade level 	25 book progress <ul style="list-style-type: none"> • Beanstack Interims: <ul style="list-style-type: none"> • AP • CommonLit • ANET Portfolio Presentations Capstone Presentations	PARCC ACCESS AP Exams RI data Senior Portfolios 25 book campaign

What structures will exist so that we can respond in real time to our data?

CommonLit, Mastery Connect, Goformative, RI, Summit, teacher writing trackers, Newsela

How will we cultivate teams so that the work of the work will be happening in between ALT meetings?

CHEC ALT TEAM MEETING SEPTEMBER 27
CSP SUB GROUP REPORTS

Thursday department meetings for data analysis and planning for corrective instruction

LEAP module on feedback. Cross-curricular collaboration with Social Studies and Science (CommonLit is great for this)

How will we hold ourselves accountable?

Weekly short cycle data analysis, POP sheets, interim action plans, quarterly TAS check-ins

How will we communicate our results and progress and next steps?

Objective calendars, POP sheets, shared access of trackers and online platforms

Next ALT Meeting: We will bring GRASPS

COLLEGE AND CAREER SUBGROUP

What weekly, monthly, quarterly and annual data will we use to measure our success? Who and when will we look at this data?

- AP Interim data will be monitored by the respective teachers, chairs, admin in the week following admin of interim exams.
- College and Career Team will meet once a week in a round table discussion with the admin and counselors to discuss college going data.
- Saturday School attendance will be monitored by the Admin team.
- Field Trip Data will be calculated by Ms. Henry and Ms. Spinks
- ACGR and graduation data will be monitored by Ms. Thweatt, Mr. Jones and Ms. Pugh
- Naviance completion will be monitored by the college and career team.
- SAT scores will be monitored by teachers and admin. Teachers will use the data to teach key strategies for success on the SAT test.

What structures will exist so that we can respond in real time to our data?

- AP data trackers kept by dept chairs, GoFormative, MasteryConnect. Trackers should monitor interims as well as SCA's.
- Bring students in to discuss data in certain classes during ALT meetings.
- Saturday/after school tutoring
- College Application & FAFSA completion will be examined every day by our College Career Team. A weekly report should be sent out to the admin and counselors.
- College and Career Data Bulletin Board needs to be present in the first floor hallway. I.e. acceptance letters, fasa completion, and % of student applications complete.
- Scholarship award letter and amount.
- SAT Prep class after school and during school.

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- Dual Enrollment passing rate.

How will we cultivate teams so that the work of the work will be happening in between ALT meetings?

- College Career Team will monitor college and career data.
- MSB & MCA Teams will monitor AP data in SLC and Department meetings.

How will we hold ourselves accountable?

- By checking in with this plan at the outset of every ALT meeting.

Gallery Walk Notes

Academic and Advanced Placement Suggestions

- Build a more strategic and individualized model for Saturday School. Make it more than just “Test Prep”
- What academic supports can we put in place for transfer students

Career Prep Suggestions

- Virtual career shadowing
- Career Bridge
- Reach out to unions of vocational trades for potential partnerships
- “Chat & Chew” – Career exposure series through Hospitality, featuring guest speakers

College Success

- Thoroughly using Naviance to track CHEC alum while in college. How many of our graduates complete 4 year degrees and at which institutions?
- Consider an Alumni Coordinator position at CHEC to track post-secondary success

Naviance

- How are we tracking student interest?
- More training for teachers in Naviance