

**Master Sheet**

**\*\*Only type in the yellow cells on each tab.\*\***

**Directions - Status Tracker:**

- Do not type in the white cells, they contain formulas.
- There are four tabs at the bottom of the sheet.

**Tips for typing in Google Sheets:**

- Use **Ctrl + Enter** to move to the next line inside one cell.
- Use **Alt + 7 from the number pad** to create a bullet.
- Use **Tools > Spelling > Spell Check** before downloading.

**Directions - Master Sheet (Complete this tab first):**

*Double-click in the yellow cells before typing or pasting text.*

1. Type the school name.
2. Copy each school goal, improvement strategy, and intended outcome/formative measure from the SPP: Roadmap and paste them into the appropriate sections below. ↓ → →

**Note:** This information will automatically populate into the remaining tabs. ↓

**Directions - Master Sheet (this tab):**

3. Select the aligned STIP goal from the drop-down menu for each goal.
4. Enter the dates of each Status Check meeting in the yellow cells that say (Insert Date Here). ↓

School Name: Glen Taylor Elementary	Status Check 1	Status Check 2	Act 3
	8/27/2024	1/6/2025	(Type Date Here)
<b>Inquiry Area 1 - Student Success</b>	Select aligned STIP goal below:		Did we achieve our Student Success goal?
<p><i>The growth in achievement on the MAPs assessment by grade level with moving proficiency of students above the 61st percentile as a school from 50% (2023-2024) to 54% (2024-2025) and the grade level goals as the following:</i></p> <p><i>Kindergarten: In reading from 46% to 50%</i></p> <p><i>1st Grade: In reading from 46 %to the 50%</i></p> <p><i>2nd Grade: In reading growing from 55% to 59%</i></p> <p><i>3rd Grade: In reading 52 % growing students 56%</i></p> <p><i>4th grade: In reading 54% growing students 59%</i></p> <p><i>5th grade: In reading 45 percentile growing students to 50%</i></p> <p><i>Increasing students who met their projected growth increasing from 48% to 52% in reading</i></p> <p><i>Decreasing students under the 40th percentile from 30% to 26% in reading due to tiered instruction and the following of the teaching and learning model.</i></p> <p><i>This will be exemplified in the MAP assessment from fall to spring of 2024-25.</i></p>	Nevada Education Goal 3: All students experience continued academic growth		
<b>Improvement Strategies</b>	<b>Intended Outcomes/Formative Measures</b>		<b>Were our improvement strategies successful?</b>
	<b>Status Check 1</b>	<b>Status Check 2</b>	

<p><i>Solid Tier 1 instruction using the teaching and learning model in reading and writing with the use of teacher clarity with a focus on student engagement and other instructional strategies to promote student engagement with scaffolding and meeting students where they are to support learning. While utilizing Professional Learning Communities time weekly to focus on teaching and learning cycle with a focus on data analysis, planning and professional learning that will enhance teaching strategies and support plan, and evaluate student progress. And support reteach strategies with modeling and guided discourse to support mastery of grade level content understanding. (NVACs) Utilizing learning intentions and success criteria to support students as metacognitive learners.</i></p> <p><i>Utilizing tools to support students who need Tier 2, &amp; 3 with skills that supports all students in subgroups whose data indicates an achievement gap in proficiency in core subject area which is also supported with strong positive teacher relationships and Social Emotional Learning supports and improvement in our highest chronically absent groups. Increasing teacher instructional tools for reading and writing.</i></p> <p><i>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Tier 1 instructional tools which include: EnVisions 2020 - 3, Envisions 2020 Intervention -3, Edmentum/Exact Path (reading &amp; math)- 3</i></p>	<p>If teachers utilize classroom data and MAP growth assessment to place student in tiered groups and scaffold instruction with instructional strategies and SEL strategies to encourage student engagements and allows students to gauge their growth, then students will learn to have stamina for reading analytically to comprehend a range of complex text while writing critically about their findings and will increase the students proficient in Reading MAP from 50 to 54% of students showing proficiency over 60th percentile which will also have the effect of decreasing students under the 40th percentile needing intervention.</p>	<p>Strong</p>		
<p><b>Inquiry Area 2 - Adult Learning Culture</b></p>		<p>Select aligned STIP goal below:</p>		<p>Did we achieve our Adult Learning Culture goal?</p>
<p><i>Increase the percentage of teachers using engagement strategies, specifically interacting with learning intentions (LI) and success criteria (SC) and by the end of semester 1 we anticipate 65% (2023-2024) of teachers using engagements strategies noting student metacognition and by the end of semester 2 we anticipate seeing 80% (2024-2025) of teachers engaging students using instructional strategies of LI and SC.</i></p>		<p>Nevada Education Goal 2: All students have access to effective educators</p>		
<p><b>Improvement Strategies</b></p>	<p><b>Intended Outcomes/Formative Measures</b></p>	<p><b>Status Check 1</b></p>	<p><b>Status Check 2</b></p>	<p><b>Were our improvement strategies successful?</b></p>

<p>Create professional development calendars and PLC's that leverage professional learning, planning, collaboration and data that indicate instructional strategies specifically in reading and writing content areas. Providing a book study to highlight best practice for Success Criteria. PLC's will support teachers, grade levels, and individuals with strategies and calibration to support student growth and improve instructional practices and the use of data to create assessment tools for instructional planning and reassessment. The focus of professional learning for teachers will be on the use of instructional strategies to improve student engagement and outcomes. The use of strategies will then be replicated in high growth in the MAP quadrant report as well. Administrators and coaching staff will provide teachers individually with coaching and feedback during the walk throughs where staff will go into 2 rooms a day.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): PD - 2</p>	<p>Improve student outcomes specifically in reading and writing with elevated pedagogy and instructional practices and the use of teaching and learning cycle with a focus on data, to plan lessons with instructional strategies that provide students with activities of rigor and later support reteach, and intervention strategies. Professional Learning Communities (PLC) meetings will support teacher efficacy with teacher surveys and feedback to drive student outcomes and using the MAP Quadrant data will show the use of engagement strategies will effectively support student growth.</p>	<p>At Risk</p>		
<p><b>Inquiry Area 3 - Connectedness</b></p>		<p>Select aligned STIP goal below:</p>		<p>Did we achieve our Connectedness goal?</p>
<p>Reduce the percent of chronically absent students by 3% as measured by Infinite Campus and reported by the Nevada School Performance Framework and FocusED. Decrease in Kindergarten and 1st grade chronic absenteeism by 4% from 31% to 27% and a decrease in the black subgroup from 26.8% to 23%</p>		<p>Nevada Education Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated</p>		
<p>Improvement Strategies</p>	<p>Intended Outcomes/Formative Measures</p>	<p>Status Check 1</p>	<p>Status Check 2</p>	<p>Were our improvement strategies successful?</p>
<p>MTSS committee meeting to review data and strategies to work with students and families with a tiered approach. Attendance team will incentivize and support attendance contracts with students or parents to support attendance. Administration will attend all attendance concerns to find partnerships to students coming to school. Create classroom and school climate that supports individual students' social emotional learning and engagement to school environment and academics using social emotional learning strategies. Teachers will be provided resources for supporting relationships through SEL lessons with counselor support and how to best deal with frustration. Engage our youngest student families to understand the importance of school and engage them in the importance of Kinder and primary curriculum.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Responsive teaching, Morning Meeting book study, Sanford Harmony, Rethink, Restorative Justice Practice - 4</p>	<p>Re-engage and strengthen trust and engage students of all groups but specifically our younger students in Kindergarten and 1st grade and the Black subgroup. This subgroup has the highest discipline incidents, has the highest amount of absenteeism in Focus Ed for a large group and is noted as being less engaged in observations. Dedicated time in the day to support the social-emotional competence and relationship building in class and encourage students to participate and reengage in class even after absences. The goal for the Black subgroup is for the chronic absenteeism rate of 26.8% absenteeism to decrease to 23% for the 2024-25 school year. The year end chronic absenteeism was 18.6% per NSPF and the goal is to decrease to 16% for the entire school average.</p> <p>Students feel more confident and are willing to take risks to participate and engage in instruction.</p>	<p>At Risk</p>		

Act 2 - Status Check 1

[Directions and Resources for Status Check 1](#)

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

**Status Tracker Directions:**

← Before completing this tab, follow the directions to set up the Master Sheet.

1. 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

**Note:**

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



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

School Name: Glen Taylor Elementary

**Inquiry Area 1 - Student Success**

The growth in achievement on the MAPs assessment by grade level with moving proficiency of students above the 61st percentile as a school from 50% (2023-2024) to 54% (2024-2025) and the grade level goals as the following:  
 Kindergarten: In reading from 46% to 50%  
 1st Grade: In reading from 46 %to the 50%  
 2nd Grade: In reading growing from 55% to 59%  
 3rd Grade: In reading 52 % growing students 56%  
 4th grade: In reading 54% growing students 59%  
 5th grade: In reading 45 percentile growing students to 50%

Increasing students who met their projected growth increasing from 48% to 52% in reading

Decreasing students under the 40th percentile from 30% to 26% in reading due to tiered instruction and the following of the teaching and learning model.

This will be exemplified in the MAP assessment from fall to spring of 2024-25.

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</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>
<p>Solid Tier 1 instruction using the teaching and learning model in reading and writing with the use of teacher clarity with a focus on student engagement and other instructional strategies to promote student engagement with scaffolding and meeting students where they are to support learning. While utilizing Professional Learning Communities time weekly to focus on teaching and learning cycle with a focus on data analysis, planning and professional learning that will enhance teaching strategies and support plan, and evaluate student progress. And support reteach strategies with modeling and guided discourse to support mastery of grade level content understanding. (NVACs) Utilizing learning intentions and success criteria to support students as metacognitive learners.</p> <p>Utilizing tools to support students who need Tier 2, &amp; 3 with skills that supports all students in subgroups whose data indicates an achievement gap in proficiency in core subject area which is also supported with strong positive teacher relationships and Social Emotional Learning supports and improvement in our highest chronically absent groups. Increasing teacher instructional tools for reading and writing.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale); Tier 1 instructional tools which include: EnVisions 2020 - 3, Envisions 2020 Intervention -3, Edmentum/Exact Path (reading &amp; math)-3</p>	<p>If teachers utilize classroom data and MAP growth assessment to place student in tiered groups and scaffold instruction with instructional strategies and SEL strategies to encourage student engagements and allows students to gauge their growth, then students will learn to have stamina for reading analytically to comprehend a range of complex text while writing critically about their findings and will increase the students proficient in Reading MAP from 50 to 54% of students showing proficiency over 60th percentile which will also have the effect of decreasing students under the 40th percentile needing intervention.</p>	<p style="text-align: center;"><b>Strong</b></p>	<p>Fall MAP benchmark assessment indicates 52% of students are above the 61st percentile and 24% are above the 80 percentile. Our students entering Kindergarten havd 44% of students above the 61st percetile. This is lower than our students who had entered the previous year. 1st Gr. in reading 51% of students over the 61st percentile                  2nd Gr. in reading 55% of students over the 61st percentile                  3rd Gr. in reading 48% of students over the 61st percentile                  4 th Gr. in reading 66% of student over the 61st percentile                  5th Gr in reading 46% of students over the 61st percentile                  48% of our students our under the 40th percentile for reading and will need tiered instruction and consistent scaffolding to be successful</p>	<p>Our grade levels that have the least amount of students above the 60th percentile will receive additional suppports during instruction by teacher and additional staff . Intervetnions and Tier 2 instruction will be determined using the flow chart to respond to the data. The RTI process will help us develop plans with the teacher and team (admin, psychologist, SEIF, Read by Grade 3 Strategist) to target student intervention and gauge growth.Using scheduling to support with the blocks of time that provides additional supports for grade levels. Data night for family engagement to be informed about student's starting points to be able to ask questions and gauge progress that will continue to be re-visited during conferecneces to develop further support for the school home connection. Referring parents back to growth and proficiency as a marker and how it relates to summative data as well (SBAC) The data board will be able to have individual teachers develop a understanding for individual student progress and also for data connections with grade levels as also referreing back to NEPF. Read by 3 and teachers leaders will support model lesson and coaching for teachers to new to campus and those who need specific growth areas for development. Using the counselor to support data tools such Panorama and supporting individual student with their social emotional needs and responsive teaching by teachers.</p>	<p>Time, money, personnel, open scheduleing and support from families departments.</p>

**Inquiry Area 2 - Adult Learning Culture**

Increase the percentage of teachers using engagement strategies, specifically interacting with learning intentions (LI) and success criteria (SC) and by the end of semester 1 we anticipate 65% (2023-2024) of teachers using engagements strategies noting student metacognition and by the end of semester 2 we anticipate seeing 80% (2024-2025) of teachers engaging students using instructional strategies of LI and SC.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
<p>Create professional development calendars and PLC's that leverage professional learning, planning, collaboration and data that indicate instructional strategies specifically in reading and writing content areas. Providing a book study to highlight best practice for Success Criteria. PLC's will support teachers, grade levels, and individuals with strategies and calibration to support student growth and improve instructional practices and the use of data to create assessment tools for instructional planning and reassessment. The focus of professional learning for teachers will be on the use of instructional strategies to improve student engagement and outcomes. The use of strategies will then be replicated in high growth in the MAP quadrant report as well. Administrators and coaching staff will provide teachers individually with coaching and feedback during the walk throughs where staff will go into 2 rooms a day.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale); PD - 2</p>	<p>Improve student outcomes specifically in reading and writing with elevated pedagogy and instructional practices and the use of teaching and learning cycle with a focus on data, to plan lessons with instructional strategies that provide students with activities of rigor and later support reteach, and intervention strategies. Professional Learning Communities (PLC) meetings will support teacher efficacy with teacher surveys and feedback to drive student outcomes and using the MAP Quadrant data will show the use of engagement strategies will effectively support student growth.</p>	At Risk	<p>This practice is noted in being in some classrooms but not consistent throughout the building. There are some who even have students interact with this new way engage in learning with being to track their progress. Others are still in the novice stage of putting the Learning Intentions and Success Criteria on the board and using possible at start and end of lesson and done in a surface level way. Student engagement collectively is not consistent for all students to be engaged in the classroom but in most classes half the class participates at one point during the lesson.</p>	<p>Pocket professional learning and PLC time dedicated to the support of instructional strategy focus and the use of learning intentions and success criteria. Modeled opportunities for teachers to see different experiences with student engagement LI and SC. The use of LTRS pedagogy and how it supports students with better strategies for teaching reading using the science of reading.</p>	<p>Time for planning/ support with coaches, Money for prep buy, time to focus on pedagogy and also planning instruction.</p>

**Inquiry Area 3 - Connectedness**

Reduce the percent of chronically absent students by 3% as measured by Infinite Campus and reported by the Nevada School Performance Framework and FocusED. Decrease in Kindergarten and 1st grade chronic absenteeism by 4% from 31% to 27% and a decrease in the black subgroup from 26.8% to 23%

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
<p>MTSS committee meeting to review data and strategies to work with students and families with a tiered approach. Attendance team will incentivize and support attendance contracts with students or parents to support attendance. Administration will attend all attendance concerns to find partnerships to students coming to school. Create classroom and school climate that supports individual students' social emotional learning and engagement to school environment and academics using social emotional learning strategies. Teachers will be provided resources for supporting relationships through SEL lessons with counselor support and how to best deal with frustration. Engage our youngest student families to understand the importance of school and engage them in the importance of Kinder and primary curriculum.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale); Responsive teaching, Morning Meeting book study, Sanford Harmony, Rethink, Restorative Justice Practice - 4</p>	<p>Re-engage and strengthen trust and engage students of all groups but specifically our younger students in Kindergarten and 1st grade and the Black subgroup. This subgroup has the highest discipline incidents, has the highest amount of absenteeism in Focus Ed for a large group and is noted as being less engaged in observations. Dedicated time in the day to support the social-emotional competence and relationship building in class and encourage students to participate and reengage in class even after absences. The goal for the Black subgroup is for the chronic absenteeism rate of 26.8% absenteeism to decrease to 23% for the 2024--25 school year. The year end chronic absenteeism was 18.6% per NSPF and the goal is to decrease to 16% for the entire school average. Students feel more confident and are willing to take risks to participate and engage in instruction.</p>	At Risk	<p>Current chronic absenteeism is at 20%. This is the first 3 weeks of school and anything over 2 absences is chronic. We have started with expectations assembly for students by teachers and administration explaining the need to come to school. We sent our absence letters and attendance policy. We post on the website and DOJO who to report an absence and still we struggle with students coming to school. The counselor started with attendance contracts for repeat offenders.</p>	<p>Attendance incentives will start for individuals and classes. Parent communication with counselor and office and teachers will have more accountability to check on students who are absent with contious absences. Data night for family engagement to inform parents of policy and science behind student success is coming to school. Counselor support families with wrap around. Check in and Check out with teachers for specials support.</p>	<p>Time for teachers and staff to be with students in a mentoring aspect. Money for incentives. Extra staff for additional supports. Parents to support the attendance policy with home school connection.</p>

**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:**

1. 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

2. 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.



School Name: Glen Taylor Elementary

**Inquiry Area 1 - Student Success**

The growth in achievement on the MAPs assessment by grade level with moving proficiency of students above the 61st percentile as a school from 50% (2023-2024) to 54% (2024-2025) and the grade level goals as the following:

Kindergarten: In reading from 46% to 50%

1st Grade: In reading from 46 %to the 50%

2nd Grade: In reading growing from 55% to 59%

3rd Grade: In reading 52 % growing students 56%

4th grade: In reading 54% growing students 59%

5th grade: In reading 45 percentile growing students to 50%

Increasing students who met their projected growth increasing from 48% to 52% in reading

Decreasing students under the 40th percentile from 30% to 26% in reading due to tiered instruction and the following of the teaching and learning model.

This will be exemplified in the MAP assessment from fall to spring of 2024-25.

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 performance are we noticing?</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>
<p>Solid Tier 1 instruction using the teaching and learning model in reading and writing with the use of teacher clarity with a focus on student engagement and other instructional strategies to promote student engagement with scaffolding and meeting students where they are to support learning. While utilizing Professional Learning Communities time weekly to focus on teaching and learning cycle with a focus on data analysis, planning and professional learning that will enhance teaching strategies and support plan, and evaluate student progress. And support reteach strategies with modeling and guided discourse to support mastery of grade level content understanding. (NVACs) Utilizing learning intentions and success criteria to support students as metacognitive learners.</p> <p>Utilizing tools to support students who need Tier 2, &amp; 3 with skills that supports all students in subgroups whose data indicates an achievement gap in proficiency in core subject area which is also supported with strong positive teacher relationships and Social Emotional Learning supports and improvement in our highest chronically absent groups. Increasing teacher instructional tools for reading and writing.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Tier 1 instructional tools which include: EnVisions 2020 - 3, Envisions 2020 Intervention -3, Edmentum/Exact Path (reading &amp; math)-3</p>	<p>If teachers utilize classroom data and MAP growth assessment to place student in tiered groups and scaffold instruction with instructional strategies and SEL strategies to encourage student engagements and allows students to gauge their growth, then students will learn to have stamina for reading analytically to comprehend a range of complex text while writing critically about their findings and will increase the students proficient in Reading MAP from 50 to 54% of students showing proficiency over 60th percentile which will also have the effect of decreasing students under the 40th percentile needing intervention.</p>				

**Inquiry Area 2 - Adult Learning Culture**

Increase the percentage of teachers using engagement strategies, specifically interacting with learning intentions (LI) and success criteria (SC) and by the end of semester 1 we anticipate 65% (2023-2024) of teachers using engagements strategies noting student metacognition and by the end of semester 2 we anticipate seeing 80% (2024-2025) of teachers engaging students using instructional strategies of LI and SC.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
<p>Create professional development calendars and PLC's that leverage professional learning, planning, collaboration and data that indicate instructional strategies specifically in reading and writing content areas. Providing a book study to highlight best practice for Success Criteria. PLC's will support teachers, grade levels, and individuals with strategies and calibration to support student growth and improve instructional practices and the use of data to create assessment tools for instructional planning and reassessment. The focus of professional learning for teachers will be on the use of instructional strategies to improve student engagement and outcomes. The use of strategies will then be replicated in high growth in the MAP quadrant report as well. Administrators and coaching staff will provide teachers individually with coaching and feedback during the walk throughs where staff will go into 2 rooms a day.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): PD - 2</p>	<p>Improve student outcomes specifically in reading and writing with elevated pedagogy and instructional practices and the use of teaching and learning cycle with a focus on data, to plan lessons with instructional strategies that provide students with activities of rigor and later support reteach, and intervention strategies. Professional Learning Communities (PLC) meetings will support teacher efficacy with teacher surveys and feedback to drive student outcomes and using the MAP Quadrant data will show the use of engagement strategies will effectively support student growth.</p>				

**Inquiry Area 3 - Connectedness**

Reduce the percent of chronically absent students by 3% as measured by Infinite Campus and reported by the Nevada School Performance Framework and FocusED. Decrease in Kindergarten and 1st grade chronic absenteeism by 4% from 31% to 27% and a decrease in the black subgroup from 26.8% to 23%

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
<p>MTSS committee meeting to review data and strategies to work with students and families with a tiered approach. Attendance team will incentivize and support attendance contracts with students or parents to support attendance. Administration will attend all attendance concerns to find partnerships to students coming to school. Create classroom and school climate that supports individual students' social emotional learning and engagement to school environment and academics using social emotional learning strategies. Teachers will be provided resources for supporting relationships through SEL lessons with counselor support and how to best deal with frustration. Engage our youngest student families to understand the importance of school and engage them in the importance of Kinder and primary curriculum.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Responsive teaching, Morning Meeting book study, Sanford Harmony, Rethink, Restorative Justice Practice - 4</p>	<p>Re-engage and strengthen trust and engage students of all groups but specifically our younger students in Kindergarten and 1st grade and the Black subgroup. This subgroup has the highest discipline incidents, has the highest amount of absenteeism in Focus Ed for a large group and is noted as being less engaged in observations. Dedicated time in the day to support the social-emotional competence and relationship building in class and encourage students to participate and reengage in class even after absences. The goal for the Black subgroup is for the chronic absenteeism rate of 26.8% absenteeism to decrease to 23% for the 2024-25 school year. The year end chronic absenteeism was 18.6% per NSPF and the goal is to decrease to 16% for the entire school average. Students feel more confident and are willing to take risks to participate and engage in instruction.</p>				

**Act 3 - Reviewing Our Journey**

**Directions and Resources for Act 3**

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

**Status Tracker Directions:**

- 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**.

**Note:**

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



**School Name: Glen Taylor Elementary**

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>			
<p>The growth in achievement on the MAPs assessment by grade level with moving proficiency of students above the 61st percentile as a school from 50% (2023-2024) to 54% (2024-2025) and the grade level goals as the following:                      Kindergarten: In reading from 46% to 50%                      1st Grade: In reading from 46 % to the 50%                      2nd Grade: In reading growing from 55% to 59%                      3rd Grade: In reading 52 % growing students 58%                      4th grade: In reading 54% growing students 59%                      5th grade: In reading 45 percentile growing students to 50%</p> <p>Increasing students who met their projected growth increasing from 48% to 52% in reading</p> <p>Decreasing students under the 40th percentile from 30% to 26% in reading due to tiered instruction and the following of the teaching and learning model.                      This will be exemplified in the MAP assessment from fall to spring of 2024-25.</p>						
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>
<p>Solid Tier 1 instruction using the teaching and learning model in reading and writing with the use of teacher clarity with a focus on student engagement and other instructional strategies to promote student engagement with scaffolding and meeting students where they are to support learning. While utilizing Professional Learning Communities time weekly to focus on teaching and learning cycle with a focus on data analysis, planning and professional learning that will enhance teaching strategies and support plan, and evaluate student progress. And support reteach strategies with modeling and guided discourse to support mastery of grade level content understanding. (NVACs) Utilizing learning intentions and success criteria to support students as metacognitive learners.</p> <p>Utilizing tools to support students who need Tier 2, &amp; 3 with skills that supports all students in subgroups whose data indicates an achievement gap in proficiency in core subject area which is also supported with strong positive teacher relationships and Social Emotional Learning supports and improvement in our highest chronically absent groups. Increasing teacher instructional tools for reading and writing.</p> <p>Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): Tier 1 instructional tools which include: EnVisions 2020 - 3, Envisions 2020 Intervention -3, Edmentum/Exact Path (reading &amp; math)- 3</p>	<p>If teachers utilize classroom data and MAP growth assessment to place student in tiered groups and scaffold instruction with instructional strategies and SEL strategies to encourage student engagements and allows students to gauge their growth, then students will learn to have stamina for reading analytically to comprehend a range of complex text while writing critically about their findings and will increase the students proficient in Reading MAP from 50 to 54% of students showing proficiency over 60th percentile which will also have the effect of decreasing students under the 40th percentile needing intervention.</p>					
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			

Increase the percentage of teachers using engagement strategies, specifically interacting with learning intentions (LI) and success criteria (SC) and by the end of semester 1 we anticipate 65% (2023-2024) of teachers using engagements strategies noting student metacognition and by the end of semester 2 we anticipate seeing 80% (2024-2025) of teachers engaging students using instructional strategies of LI and SC.						
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
Create professional development calendars and PLC's that leverage professional learning, planning, collaboration and data that indicate instructional strategies specifically in reading and writing content areas. Providing a book study to highlight best practice for Success Criteria. PLC's will support teachers, grade levels, and individuals with strategies and calibration to support student growth and improve instructional practices and the use of data to create assessment tools for instructional planning and reassessment. The focus of professional learning for teachers will be on the use of instructional strategies to improve student engagement and outcomes. The use of strategies will then be replicated in high growth in the MAP quadrant report as well. Administrators and coaching staff will provide teachers individually with coaching and feedback during the walk throughs where staff will go into 2 rooms a day.  Evidence Level (1-Strong; 2-Moderate; 3-Promising; 4-Demonstrates a Rationale): PD - 2	Improve student outcomes specifically in reading and writing with elevated pedagogy and instructional practices and the use of teaching and learning cycle with a focus on data, to plan lessons with instructional strategies that provide students with activities of rigor and later support reteach, and intervention strategies. Professional Learning Communities (PLC) meetings will support teacher efficacy with teacher surveys and feedback to drive student outcomes and using the MAP Quadrant data will show the use of engagement strategies will effectively support student growth.					
<b>Inquiry Area 3 - Connectedness</b>		<b>Did we achieve our Connectedness goal?</b>	<b>Continue, Correct, or Cancel the Goal?</b>			
Reduce the percent of chronically absent students by 3% as measured by Infinite Campus and reported by the Nevada School Performance Framework and FocusED. Decrease in Kindergarten and 1st grade chronic absenteeism by 4% from 31% to 27% and a decrease in the black subgroup from 26.8% to 23%						
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
MTSS committee meeting to review data and	Re-engage and strengthen trust and engage students					