

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
		10/16/23	(Type Date Here)	(Type Date Here)
Inquiry Area 1 - Student Success		Select aligned STIP goal below:		Did we achieve our Student Success goal?
<i>Decreasing students under the 40th percentile from 31.78 to 27% in math. Decreasing students under the 40th percentile from 32.28 to 29% in reading due to tiered instruction and the following of the teaching and learning model</i>		Nevada Education Goal 2: All students have access to effective educators		
Improvement Strategies	Intended Outcomes/Formative Measures	Status Check 1	Status Check 2	Were our improvement strategies successful?
<i>Solid Tier 1 instruction in core subject areas with the use of teacher clarity for student engagement, scaffolding that will support students with the skills and strategies to increase proficiency in all core subject areas and using the Professional Learning Communities time weekly to unwrap, plan, and evaluate student progress. PLC time will be used to plan enrichment to support achievement/instructional gaps 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. The use of consistent Professional Learning Communities to evaluate the teaching and learning cycle for Tier 1 instruction and assessments. Rigorous Tier 1, 2, & 3 instruction 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. Increasing teacher instructional tools with the use of Notice and Note for reading and writing.</i>	<i>Student proficiency in the area of Math will increase 3% from 57% to 60% and English Language Arts 59% to 62% based on the SBAC and MAPs assessment data will see MAPs growth. The MAPs projected proficiency will help us gauge students' success on SBAC and we will look to follow it by an increase from 48.2% math to 50% and 52.8% to 55% while moving more students from partial understanding to proficient or advanced. Decreasing students under the 40th percentile from 31.78 to 27% in math. Decreasing students under the 40th percentile from 32.28 to 29% in reading due to tiered instruction and the following Tier 1 instruction and the teaching and learning model.</i>	At Risk		
Inquiry Area 2 - Adult Learning Culture		Select aligned STIP goal below:		Did we achieve our Adult Learning Culture goal?
<i>In Math 55% of teachers will meet the 50th percentile for median growth by the end of year. In Reading, currently 60% of teachers will meet the 50th percentile for median growth by the end of year. Using the MAP Quadrant data there will be an increase of teachers whose students are in the High growth quadrants for reading and math from 50% to 55%.</i>				
Improvement Strategies	Intended Outcomes/Formative Measures	Status Check 1	Status Check 2	Were our improvement strategies successful?

<p>Create professional development calendars and PLC's that leverage collaboration and data. 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 school wide goals that use instructional strategies and has been on Notice and Note and Teacher Clarity to engage student learning and support with tiered instruction. Use strategists and administrators to support low growth teachers to provide support and coaching.</p>	<p>Elevate pedagogy and instructional practices and the use of teaching and learning cycle with a focus on data, evaluate rigor for student practice and assessments tools in which students results 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 there will be an increase of teachers whose students are in the High growth quadrants for reading and math from 50% to 55%.</p>	<p>At Risk</p>		
Inquiry Area 3 - Connectedness		Select aligned STIP goal below:		Did we achieve our Connectedness goal?
<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. In Spring 2023 the chronic absenteeism rate was 22% and we will reduce it to 19% for 2024.</p>		<p>Nevada Education Goal 3: All students experience continued academic growth</p>		
Improvement Strategies	Intended Outcomes/Formative Measures	Status Check 1	Status Check 2	Were our improvement strategies successful?
<p>MTSS committee meeting to review data and strategies to work with students and families. 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.</p>	<p>Re-engage and strengthen trust and engage students of all groups but specifically 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 29.6% absenteeism to decrease to 24% for the 2022-23 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. Reduce black sub group absenteeism from 27% in 2023 to 25% for 2024. Students feel more confident and are willing to take risks to participate and engage in instruction.</p>	<p>Needs Immediate Attention</p>		