

**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: Walter Jacobson Elementary School		Status Check 1 10/3/23	Status Check 2 (Type Date Here)	Act 3 (Type Date Here)
<b>Inquiry Area 1 - Student Success</b>		Select aligned STIP goal below:		Did we achieve our Student Success goal?
<p><i>Math: Increase the percentage of students who score in the 61st percentile or above in Math by 50% from fall to winter and 75% from winter to spring as measured by the MAP assessment at each grade level. The amount of growth required to reach this goal are grade level specific and outlined under "Intended Outcomes."</i></p> <p><i>Reading: Increase the percentage of students who score in the 61st percentile or above in Reading by 50% from fall to winter and 75% from winter to spring as measured by the MAP assessment at each grade level with the exception of kindergarten and 1st grade which will be expected to increase by 25% from fall to winter and 50% from winter to spring. The amount of growth required to reach this goal are grade level specific and outlined under "Intended Outcomes."</i></p>		Nevada Education Goal 3: All students experience continued academic growth		
<b>Improvement Strategies</b>	<b>Intended Outcomes/Formative Measures</b>	<b>Status Check 1</b>	<b>Status Check 2</b>	<b>Were our improvement strategies successful?</b>
Consistent implementation of enVisions Math curriculum, HMH	By the end of the 2023- 2024 school year, we intend to see a d By the end of the 2023-2024 school year, we intend to see a dr	Strong		
<b>Inquiry Area 2 - Adult Learning Culture</b>		Select aligned STIP goal below:		Did we achieve our Adult Learning Culture goal?
<p><i>Jacobson ES teachers will become familiar with all aspects of the teaching learning cycle with a focus on teach and analyze. In addition, PLC will become a part of our everyday way of doing business. Pre and Post survey data will show an increase in teacher's understanding of the learning cycle, and documented PLC meetings will be evidence of PLC</i></p>		Nevada Education Goal 2: All students have access to effective educators		
<b>Improvement Strategies</b>	<b>Intended Outcomes/Formative Measures</b>	<b>Status Check 1</b>	<b>Status Check 2</b>	<b>Were our improvement strategies successful?</b>
Utilize enVisions math curriculum, HMH Into Reading curriculum, and standards-aligned tasks during Tier 1 and small group differentiated instruction. Teachers will improve the instructional planning strategies during PLC's to ensure task alignment and preparedness for assessments.	100% of teachers will utilize enVision math curriculum, HMH Into Reading curriculum, and standards-aligned supplemental materials and tasks to support student proficiency.	Strong		
<b>Inquiry Area 3 - Connectedness</b>		Select aligned STIP goal below:		Did we achieve our Connectedness goal?

<i>Maintain a minimum of 6 community events during the 2023-2024 school year as documented by Class Dojo and flyers advertising our events. We will also begin to lay the foundation for a Jacobson PTO.</i>		Nevada Education Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated		
<b>Improvement Strategies</b>	<b>Intended Outcomes/Formative Measures</b>	<b>Status Check 1</b>	<b>Status Check 2</b>	<b>Were our improvement strategies successful?</b>
<i>Provide ample opportunities for parents to participate in in-</i>	<i>An increase in parental involvement through two-way</i>	Strong		

**Act 2 - Status Check 1**

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

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

**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: **Walter Jacobson Elementary School**

**Inquiry Area 1 - Student Success**

Math: Increase the percentage of students who score in the 61st percentile or above in Math by 50% from fall to winter and 75% from winter to spring as measured by the MAP assessment at each grade level. The amount of growth required to reach this goal are grade level specific and outlined under "Intended Outcomes."

Reading: Increase the percentage of students who score in the 61st percentile or above in Reading by 50% from fall to winter and 75% from winter to spring as measured by the MAP assessment at each grade level with the exception of kindergarten and 1st grade which will be expected to increase by 25% from fall to winter and 50% from winter to spring. The amount of growth required to reach this goal are grade level specific and outlined under "Intended Outcomes."

Improvement Strategies	Intended Outcomes/Formative Measures	<b>Status</b> <i>Are we implementing the improvement strategy as planned?</i>	<b>Now (Lessons Learned)</b> <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>	<b>Next (Next Steps)</b> <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i>	<b>Need</b> <i>What do we need to be successful in taking action?</i>
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<p>Consistent implementation of enVisions Math curriculum, HMH ELA curriculum, and ExactPath for Tier 1 instruction, as well as small group support are essential. Strategists and Instructional Assistants will be utilized to assist with small groups. Strategists will train instructional assistants, review data with classroom teachers, pull small groups where appropriate, demonstrate model lessons, and observe and provide feedback on instruction for all classroom teachers.</p>	<p>By the end of the 2023- 2024 school year, we intend to see a dramatic increase in the number of students who are at or above the 61st percentile or above in grades K-5 in Math. In order to achieve this, we must see the following growth by grade level: K: an additional 15 students will achieve this goal by winter, and 16 students will have achieved this goal by spring, leading to a total of 53 kindergarten students at or above the 61st percentile by spring. 1st: an additional 15 students will achieve this goal by winter, and 22 students will have achieved this goal by spring, leading to a total of 51 1st grade students at or above the 61st percentile by spring. 2nd: an additional 20 students will achieve this goal by winter, and 29 students will have achieved this goal by spring, leading to a total of 68 2nd grade students at or above the 61st percentile by spring. 3rd: an additional 13 students will achieve this goal by winter, and 19 students will have achieved this goal by spring, leading to a total of 44 3rd grade students at or above the 61st percentile by spring. 4th: an additional 14 students will achieve this goal by winter, and 20 students will have achieved this goal by spring, leading to a total of 48 4th grade students at or above the 61st percentile by spring. 5th: an additional 11 students will achieve this goal by winter, and 16 students will have achieved this goal by spring, leading to a total of 37 students at or above the 61st percentile by spring.</p> <p>By the end of the 2023-2024 school year, we intend to see a dramatic increase in the number of students who are at or above the 61st percentile in grades K-5 in Reading. In order to achieve this, we must see the following growth by grade level: K: an additional 15 students will achieve this goal by winter, and 22 students will have achieved this goal by spring, leading to a total of 53 kindergarten students at or above the 61st percentile by spring. 1st: an additional 9 students will achieve this goal by winter, and 18 students will have achieved this goal by spring, leading to a total of 55 1st grade students at or above the 61st percentile by spring. 2nd: an additional 14 students will achieve this goal by winter, and 20 students will have achieved this goal by spring, leading to a total of 47 2nd grade students at or above the 61st percentile by spring. 3rd: an additional 17 students will achieve this goal by winter, and 25 students will have achieved this goal by spring, leading to a total of 58 3rd grade students at or above the 61st percentile by spring. 4th: an additional 20 students will achieve this goal by winter, and 29 students will have achieved this goal by spring, leading to a total of 67 4th grade students at or above the 61st percentile by spring. 5th: an additional 13 students will achieve this goal by winter, and 19 students will have achieved this goal by spring, leading to a total of 44 students at or above the 61st percentile by spring.</p>	<p>Strong</p>	<p>Overall, we are successfully implementing our improvement strategy, but some teachers are struggling to find time to pull small groups and haven't had a strategist model lessons. The challenges we are currently facing are time, student/staff absences, and not enough time for curriculum training.</p>	<p>Teachers will share information across grade levels, and find more time to meet with grade levels.</p>	<p>We need more modeled lessons from our strategists. We also need teachers to utilize the strategies more, reading materials, and patience from one another.</p>
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**Inquiry Area 2 - Adult Learning Culture**  
 Jacobson ES teachers will become familiar with all aspects of the teaching learning cycle with a focus on teach and analyze. In addition, PLC will become a part of our everyday way of doing business. Pre and Post survey data will show an increase in teacher's understanding of the learning cycle, and documented PLC meetings will be evidence of PLC

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
<p>Utilize enVisions math curriculum, HMH Into Reading curriculum, and standards-aligned tasks during Tier 1 and small group differentiated instruction. Teachers will improve the instructional planning strategies during PLC's to ensure task alignment and preparedness for assessments.</p>	<p>100% of teachers will utilize enVision math curriculum, HMH Into Reading curriculum, and standards-aligned supplemental materials and tasks to support student proficiency.</p>	<p>Strong</p>	<p>We are utilizing the curriculum and using our PLCs to improve instructional planning strategies. Time and pacing are a challenge.</p>	<p>Teachers will be provided with a structure to their PLC that will be common school-wide. They will utilize common planning time strategically.</p>	<p>Strategists consistently present in PLCs.</p>

Inquiry Area 3 - Connectedness					
Maintain a minimum of 6 community events during the 2023-2024 school year as documented by Class Dojo and flyers advertising our events. We will also begin to lay the foundation for a Jacobson PTO.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Provide ample opportunities for parents to participate in in-person events.	An increase in parental involvement through two-way communication and attendance at parent meetings, inviting them to attend and participate in school wide events.	Strong	We have held 5 family events so far. However attendance is lower than we desire, possibly due to the time of the events.	Adjust the times of the events/meetings so more families can attend.	We need more staff to participate in the events. We will consider changing the schedule for in-person events to the evening time.

**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:**

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

**Note:**  
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School Name: **Walter Jacobson Elementary School**

**Inquiry Area 1 - Student Success**

Math: Increase the percentage of students who score in the 61st percentile or above in Math by 50% from fall to winter and 75% from winter to spring as measured by the MAP assessment at each grade level. The amount of growth required to reach this goal are grade level specific and outlined under "Intended Outcomes."

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Improvement Strategies	Intended Outcomes/Formative Measures	<b>Status</b> <i>Are we implementing the improvement strategy as planned?</i>	<b>Now (Lessons Learned)</b> <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>	<b>Next (Next Steps)</b> <i>What specific actions do we need to take to address the challenges and performance gaps we've identified? By when? By whom?</i>	<b>Need</b> <i>What do we need to be successful in taking action?</i>
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<p>Consistent implementation of enVisions Math curriculum, HMH ELA curriculum, and ExactPath for Tier 1 instruction, as well as small group support are essential. Strategists and Instructional Assistants will be utilized to assist with small groups. Strategists will train instructional assistants, review data with classroom teachers, pull small groups where appropriate, demonstrate model lessons, and observe and provide feedback on instruction for all classroom teachers.</p>	<p>By the end of the 2023- 2024 school year, we intend to see a dramatic increase in the number of students who are at or above the 61st percentile or above in grades K-5 in Math. In order to achieve this, we must see the following growth by grade level: K: an additional 15 students will achieve this goal by winter, and 16 students will have achieved this goal by spring, leading to a total of 53 kindergarten students at or above the 61st percentile by spring. 1st: an additional 15 students will achieve this goal by winter, and 22 students will have achieved this goal by spring, leading to a total of 51 1st grade students at or above the 61st percentile by spring. 2nd: an additional 20 students will achieve this goal by winter, and 29 students will have achieved this goal by spring, leading to a total of 68 2nd grade students at or above the 61st percentile by spring. 3rd: an additional 13 students will achieve this goal by winter, and 19 students will have achieved this goal by spring, leading to a total of 44 3rd grade students at or above the 61st percentile by spring. 4th: an additional 14 students will achieve this goal by winter, and 20 students will have achieved this goal by spring, leading to a total of 48 4th grade students at or above the 61st percentile by spring. 5th: an additional 11 students will achieve this goal by winter, and 16 students will have achieved this goal by spring, leading to a total of 37 students at or above the 61st percentile by spring.</p> <p>By the end of the 2023-2024 school year, we intend to see a dramatic increase in the number of students who are at or above the 61st percentile in grades K-5 in Reading. In order to achieve this, we must see the following growth by grade level: K: an additional 15 students will achieve this goal by winter, and 22 students will have achieved this goal by spring, leading to a total of 53 kindergarten students at or above the 61st percentile by spring. 1st: an additional 9 students will achieve this goal by winter, and 18 students will have achieved this goal by spring, leading to a total of 55 1st grade students at or above the 61st percentile by spring. 2nd: an additional 14 students will achieve this goal by winter, and 20 students will have achieved this goal by spring, leading to a total of 47 2nd grade students at or above the 61st percentile by spring. 3rd: an additional 17 students will achieve this goal by winter, and 25 students will have achieved this goal by spring, leading to a total of 58 3rd grade students at or above the 61st percentile by spring. 4th: an additional 20 students will achieve this goal by winter, and 29 students will have achieved this goal by spring, leading to a total of 67 4th grade students at or above the 61st percentile by spring. 5th: an additional 13 students will achieve this goal by winter, and 19 students will have achieved this goal by spring, leading to a total of 44 students at or above the 61st percentile by spring.</p>				
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**Inquiry Area 2 - Adult Learning Culture**

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Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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Maintain a minimum of 6 community events during the 2023-2024 school year as documented by Class Dojo and flyers advertising our events. We will also begin to lay the foundation for a Jacobson PTO.					
Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Provide ample opportunities for parents to participate in in-person events.	An increase in parental involvement through two-way communication and attendance at parent meetings, inviting them to attend and participate in school wide events.				



**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**.
- Identify specific **Lessons Learned, 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:** Walter Jacobson Elementary School

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>Math: Increase the percentage of students who score in the 61st percentile or above in Math by 50% from fall to winter and 75% from winter to spring as measured by the MAP assessment at each grade level. The amount of growth required to reach this goal are grade level specific and outlined under "Intended Outcomes."</p> <p>Reading: Increase the percentage of students who score in the 61st percentile or above in Reading by 50% from fall to winter and 75% from winter to spring as measured by the MAP assessment at each grade level with the exception of kindergarten and 1st grade which will be expected to increase by 25% from fall to winter and 50% from winter to spring. The amount of growth required to reach this goal are grade level specific and outlined under "Intended Outcomes."</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>Consistent implementation of enVisions Math curriculum, HMH ELA curriculum, and ExactPath for Tier 1 instruction, as well as small group support are essential. Strategists and Instructional Assistants will be utilized to assist with small groups. Strategists will train instructional assistants, review data with classroom teachers, pull small groups where appropriate, demonstrate model lessons, and observe and provide feedback on instruction for all classroom teachers.</p>	<p>By the end of the 2023- 2024 school year, we intend to see a dramatic increase in the number of students who are at or above the 61st percentile or above in grades K-5 in Math. In order to achieve this, we must see the following growth by grade level: K: an additional 15 students will achieve this goal by winter, and 16 students will have achieved this goal by spring, leading to a total of 53 kindergarten students at or above the 61st percentile by spring. 1st: an additional 15 students will achieve this goal by winter, and 22 students will have achieved this goal by spring, leading to a total of 51 1st grade students at or above the 61st percentile by spring. 2nd: an additional 20 students will achieve this goal by winter, and 29 students will have achieved this goal by spring, leading to a total of 68 2nd grade students at or above the 61st percentile by spring. 3rd: an additional 13 students will achieve this goal by winter, and 19 students will have achieved this goal by spring, leading to a total of 44 3rd grade students at or above the 61st percentile by spring. 4th: an additional 14 students will achieve this goal by winter, and 20 students will have achieved this goal by spring, leading to a total of 48 4th grade students at or above the 61st percentile by spring. 5th: an additional 11 students will achieve this goal by winter, and 16 students will have achieved this goal by spring, leading to a total of 37 students at or above the 61st percentile by spring.</p> <p>By the end of the 2023-2024 school year, we intend to see a dramatic increase in the number of students who are at or above the 61st percentile in grades K-5 in Reading. In order to achieve this, we must see the following growth by grade level: K: an additional 15 students will achieve this goal by winter, and 22 students will have achieved this goal by spring, leading to a total of 53 kindergarten students at or above the 61st percentile by spring. 1st: an additional 9 students will achieve this goal by winter, and 18 students will have achieved this goal by spring, leading to a total of 55 1st grade students at or above the 61st percentile by spring. 2nd: an additional 14 students will achieve this goal by winter, and 20 students will have achieved this goal by spring, leading to a total of 47 2nd grade students at or above the 61st percentile by spring. 3rd: an additional 17 students will achieve this goal by winter, and 25 students will have achieved this goal by spring, leading to a total of 58 3rd grade students at or above the 61st percentile by spring. 4th: an additional 20 students will achieve this goal by winter, and 29 students will have achieved this goal by spring, leading to a total of 67 4th grade students at or above the 61st percentile by spring. 5th: an additional 13 students will achieve this goal by winter, and 19 students will have achieved this goal by spring, leading to a total of 44 students at or above the 61st percentile by spring.</p>				
<b>Inquiry Area 2 - Adult Learning Culture</b>		<b>Did we achieve our Adult Learning Culture goal?</b>	<b>Continue, Correct, or Cancel the Goal?</b>		
Jacobson ES teachers will become familiar with all aspects of the teaching learning cycle with a focus on teach and analyze. In addition, PLC will become a part of our everyday way of doing business. Pre and Post survey data will show an increase in teacher's understanding of the learning cycle, and documented PLC meetings will be evidence of PLC					
<b>Improvement Strategies</b>	<b>Intended Outcomes/Formative Measures</b>	<b>Were our improvement strategies successful?</b>	<b>Continue, Correct, or Cancel the Strategy?</b>	<b>Now (Lessons Learned)</b>	<b>Next (Next Steps)</b>
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<b>Inquiry Area 3 - Connectedness</b>		<b>Did we achieve our Connectedness goal?</b>	<b>Continue, Correct, or Cancel the Goal?</b>		

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Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
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