

**Directions:**

**Initial Setup (to be completed prior to Act 2):**

**Step 1:** Enter your school-specific goals from your *School Performance Plan - A Roadmap to Success*. Select the NDE STIP Goal the school goal aligns with in the drop-down menu.

**Step 2:** For each goal, add the *Improvement Strategies*, *Intended Outcomes*, and *dates* for each event.

*Note: The Goals, Improvement Strategies, Intended Outcomes, and dates you enter on this tab will automatically populate this tab.*

**School Goal - Inquiry Area 1 - Student Success**

Increase the percentage of students that met their projected growth target from 21% in the spring of 2021 to 35% in the winter of 2021 to 50% in the spring of 2022, as measured by the MAP assessment

Improvement Strategies	Intended Outcomes
Consistent implementation on enVisions Math curriculum for Tier 1 instruction, as well as small group supports.	By the end of the 2021- 2022 school year, at least 50% of students in grades K-5 will meet their individualized, projected growth target in Math.

**School Goal - Inquiry Area 2 - Adult Learning Culture**

100% of teachers will consistently implement enVisions math curriculum during daily Tier 1 instruction, as well as facilitate small group supports/intervention/acceleration.

Improvement Strategies	Intended Outcomes
Utilize enVisions math curriculum to provide daily standards-based Tier 1 instruction	100% of teachers will utilize enVision math curriculum and its supplemental materials to support student growth

**School Goal - Inquiry Area 3 - Connectedness**

Increase the percentage of parents who rate “Agree” or higher on the CCSD Annual Parent Survey on the following questions:

“I know what goes on inside of my child’s school” from 87% to 90%

“The staff at my child’s school really value my input and opinions from 93% to 95%

Improvement Strategies	Intended Outcomes
Provide additional opportunities for parents to participate in two-way communication using an app and/or virtual/in-person meetings	An increase in parental involvement through two-way communication and attendance at parent meetings.

ss under *School Goal 1, 2, and 3*. You can add or remove goals as needed.

vent from the *SPP Roadmap*.

auto-populate the subsequent tabs. Similarly, information you enter on tabs 2-5

Select aligned STIP goal below:			Did we achieve our goal?
Nevada Education Goal 3: All students experience continued academic growth			
Event 6: Status Check 1	Event 7: Status Check 2	Event 8: Status Check 3	Were our improvement strategies successful?
Waived	02/02/2022	(Insert Date)	
N/A	Strong	Strong	
N/A	0	0	0
Select aligned STIP goal below:			Did we achieve our goal?
Nevada Education Goal 2: All students have access to effective educators			
Event 6: Status Check 1	Event 7: Status Check 2	Event 8: Status Check 3	Were our improvement strategies successful?
N/A	Strong	Strong	Yes
N/A	0	0	0
Select aligned STIP goal below:			Did we achieve our goal?
Nevada Education Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated			No
Event 6: Status Check 1	Event 7: Status Check 2	Event 8: Status Check 3	Were our improvement strategies successful?
N/A	Strong	Strong	No
N/A	0	0	0

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. ↓

**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	Status Check 2	Act 3
		10/3/23	(Type Date Here)	(Type Date Here)
<b>Inquiry Area 1 - Student Success</b>		Select aligned STIP goal below:		Did we achieve our Student Success goal?
<i>Math: Increase the percentage of students who score in the 61st percentile or above in Math by 50% from fall</i>		Nevada Education Goal 3: All students experience continued academic		
Improvement Strategies	Intended Outcomes/Formative Measures	Status Check 1	Status Check 2	Were our improvement strategies successful?
Consistent implementation of enVisions Math curriculum	By the end of the 2023- 2024 school year, we intend to	Strong	yes	0
		0	Strong	0
<b>Inquiry Area 2 - Adult Learning Culture</b>		Select aligned STIP goal below:		Did we achieve our Adult Learning Culture goal?
<i>Jacobson ES teachers will become familiar with all aspects of the teaching learning cycle with a focus on teach</i>		Nevada Education Goal 2: All students have access to effective		0
Improvement Strategies	Intended Outcomes/Formative Measures	Status Check 1	Status Check 2	Were our improvement strategies successful?
<i>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.</i>	<i>100% of teachers will utilize enVision math curriculum, HMH Into Reading curriculum, and standards-aligned supplemental materials and tasks to support student proficiency.</i>	Strong	yes	0
		0	Strong	0
<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</i>		Nevada Education Goal 6: All students and adults learn and work		0
Improvement Strategies	Intended Outcomes/Formative Measures	Status Check 1	Status Check 2	Were our improvement strategies successful?
<i>Provide ample opportunities for parents to participate in in-person events</i>	<i>An increase in parental involvement through two-way communication and attendance at parent meetings</i>	Strong	yes	0
		0	Strong	0

**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%

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?</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>
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.	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.  By the end of the 2023-2024 school year, we intend to see a dramatic increase in the number of	Strong	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.	Teachers will share information across grade levels, and find more time to meet with grade levels.	We need more modeled lessons from our strategists. We also need teachers to utilize the strategies more, reading materials, and patience from one another.

**Inquiry Area 2 - Adult Learning Culture**

Jacobson ES teachers will become familiar with all aspects of the teaching learning cycle with a focus on

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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Utilize enVision 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	We are utilizing the curriculum and using our PLCs to improve instructional planning strategies. Time and pacing are a challenge.	Teachers will be provided with a structure to their PLC that will be common school-wide. They will utilize common planning time strategically.	Strategists consistently present in PLCs.
0	0				

**Inquiry Area 3 - Connectedness**

Maintain a minimum of 6 community events during the 2023-2024 school year as documented by Class

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.
0	0				

**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

**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%

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</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>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</p>	<p>yes</p>	<p>Based on the Winter Map Reading assessment, schoolwide we went from 32% to 33% proficient. By grade level we saw the following growth in Reading: Kindergarten: from 22 to 37 students; 1st Grade: from 17 to 28 students; 2nd Grade: from 19 to 29 students; 3rd Grade: from 19 to 20 students; 4th Grade: from 20 to 21 students; and 5th Grade from 16 to 18 students. On the Winter Math assessment, schoolwide, we went from 26% to 33% proficient. By Grade level we saw the following growth in Math: Kindergarten: from 22 to 37 students; 1st Grade: from 17 to 28 students; 2nd Grade: from 19 to 29 students; 3rd Grade from 19 to 20 students; 4th Grade: from 20 to 21 students; 5th Grade: from 16 to 18 students. Based on the data, we have more room for growth in reading. Some of the challenges we faced were: lack of time to focus on the lessons and small group vs. all of the new programs were implementing. We have new literacy programs, but have not received sufficient training in them. Time was also a factor in pulling small groups (Tier 2), and not just Tier 3 intervention groups.</p>	<p>Our next steps will be the implementation of math intervention groups, continued training in the implementation of our new literacy programs, and tutoring in the primary grades.</p>	<p>We need input from the teachers on what their needs are (needs assessment survey). We need to make instructional rounds more frequent. We also need to provide opportunities for teacher to observe one another (within the same grade level and one grade level above).</p>
0	0	Strong			

**Inquiry Area 2 - Adult Learning Culture**

Jacobson ES teachers will become familiar with all aspects of the teaching learning cycle with a focus on

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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Utilize enVision 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.	yes	We are making good progress implementing PLC's.	We will continue to meet in PLC's twice a week, one for math and one for ELA. We will seek training to help us with planning using the new literacy curriculum.	We need district guidance documents with more clarity on the gradebook and questions.
0	0	Strong			

**Inquiry Area 3 - Connectedness**

Maintain a minimum of 6 community events during the 2023-2024 school year as documented by Class

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.	yes	We are connecting more with our community. PTO was put on hold until next year, due to lack of interest. We are trying to establish a more convenient time for parents to attend our SOT meetings and other school events, due to low turnout.	We will survey parents and staff to see what times work best for attending events. We will adjust the time for events to later in the evening, if needed	We need to invite parents to participate in events. We also need to survey teachers for their ideas for future events, and get more teachers involved.
0	0	Strong			

**ACT 3 - Reviewing Our Journey**

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

**Directions and Resources for Act 3**

**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>			
Math: Increase the percentage of students who score in the 61st percentile or above in Math						
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>
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.	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.					
0	0					
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
Jacobson ES teachers will become familiar with all aspects of the teaching learning cycle with a						
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need



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.					
0	0					
<b>Inquiry Area 3 - Connectedness</b>		<b>Did we achieve our Connectedness goal?</b>	<b>Continue, Correct, or Cancel the Goal?</b>			
Maintain a minimum of 6 community events during the 2023-2024 school year as documented						
<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>	<b>Need</b>
Provide ample opportunities for parents to participate in in-person events	An increase in parental involvement through two-way communication and attendance at					
0	0					