

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. ↓

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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: Lomie G. Heard ES	Status Check 1	Status Check 2	Act 3	
	9/26/23, 10/3/23	(Type Date Here)	(Type Date Here)	
Inquiry Area 1 - Student Success	Select aligned STIP goal below:		Did we achieve our Student Success goal?	
<p>MAP Quintile Schoolwide (K-5th) Growth for Math & Reading: Increase the % of students moving to the next Quintile by 10% from Fall to Winter:</p> <p>Math: 21st – 40th: 23% to 33% 41st – 60th: 21% to 31% 61st – 80th: 16% - 26% >80th: 15% to 25%</p> <p>Reading: 21st – 40th: 21% to 31% 41st – 60th: 20% to 40% 61st – 80th: 19% to 39% >80th: 15% to 25%</p>	Nevada Education Goal 3: All students experience continued academic growth			
Improvement Strategies	Intended Outcomes/Formative Measures	Status Check 1	Status Check 2	Were our improvement strategies successful?

<p><i>Reading & Math: Implement the Teaching and Learning Cycle, Pacing Guides and Teacher Clarify Guides, and the CCSD adopted Tier I instructional materials to develop a high quality Tier I instructional program for K - 5th grade students. Implement weekly Professional Learning Communities with ELA and Math, using the CCSD PLC structure: Plan, Teach, Assess, Analyze, Respond.</i></p> <p><i>Use the CCSD Look For tools to identify strengths and areas of growth in Tier I instruction, Envisions, HMH and 95 Phonics. Use the data to develop professional development pathways, provide coaching and work with individual teacher's teachers on specific areas of growth</i></p> <p><i>Reading: Implement HMH, a research-based reading and language arts program for all students, K – 5th.</i></p> <p><i>Implement a reading foundational skills program for all students, Kindergarten - 5th grade: 95 Core Phonics ~ Tier I</i></p> <p><i>Implement Tier II Reading Instructional groups, using research-based, Science of Reading materials: 95 Phonics Lesson Libraries and 95 Phonics Chip Kits</i></p> <p><i>Expand the Reading Skills Center for up to 200 students, using the CCSD RSC implementation guideline, instructional framework and lessons</i></p> <p><i>Implement Envisions math curriculum with fidelity, Kindergarten through 5th grade, using the CCSD Instructional Framework to guide instruction, weekly formative assessments, data analysis, and data based instructional changes.</i></p> <p><i>Implement Tier II math instructional groups, Kindergarten -5th grade, using Envisions Review/Reteach materials, hands on activities, manipulatives, fluency tools, and other standards based . materials.materials.</i></p> <p><i>Implement a comprehensive Tier II monitoring system for all students who are below grade level in reading & math K – 5. Monitoring system will include frequent data checkpoints and data analysis of growth and gaps and will document changes made in response to data.</i></p>	<p><i>MAP Quintile Schoolwide (K-5th) Growth for Math & Reading: Increase the % of students moving to the next Quintile by 10% from Fall to Winter:</i></p> <p><i>Math:</i></p> <p><i>21st – 40th: 23% to 33%</i></p> <p><i>41st – 60th: 21% to 31%</i></p> <p><i>61st – 80th: 16% - 26%</i></p> <p><i>>80th: 15% to 25%</i></p> <p><i>Reading:</i></p> <p><i>21st – 40th: 21% to 31%</i></p> <p><i>41st – 60th: 20% to 40%</i></p> <p><i>61st – 80th: 19% to 39%</i></p> <p><i>>80th: 15% to 25%</i></p>			
<p>Inquiry Area 2 - Adult Learning Culture</p>	<p>Select aligned STIP goal below:</p>			<p>Did we achieve our Adult Learning Culture goal?</p>
<p><i>School Goals:</i></p> <p><i>Implement Weekly Professional Learning Communities by creating a structured time to do the work: Designate two, 30 minute morning meetings per week to start the PLC process, and continue the PLC work during 1 prep time per week for ELA and for Math. PLCs will follow the CCSD PLC Format: Review materials, standards and pacing guide, unpack standards & develop assessments, data analysis & instructional changes based on data. The principal and coaches will lead the PLC work. Implementing the structures and strategies listed above will increase the number of Professional Learning Community (PLC) meetings that follow the Teaching and Learning Cycle to 30 in 2023/24 as measured by PLC meeting template.</i></p> <p><i>The percent of classroom observations that meet the Tier I Teaching and Learning Expectations will be 30% at the end of semester 1 and 60% at the end of semester 2, 2023/24 as measured by the Tier I Monitoring Tool (Focal Point).</i></p> <p><i>The percent of classroom observations that show evidence of small group, differentiated instruction in reading & math to assist students in understanding skills and concepts will be 30% at the end of semester 1 and 60% at the end of semester 2, 2023/24 as measured by the Look For Tool for HMH & Envisions</i></p>	<p>Nevada Education Goal 2: All students have access to effective educators</p>			

Improvement Strategies	Intended Outcomes/Formative Measures	Status Check 1	Status Check 2	Were our improvement strategies successful?
<p>Use weekly PLC time to build knowledge of standards, common formative and summative assessments, analyze, and use data to make changes in instruction, and to create and share instructional strategies.</p> <p>Use schoolwide data from Tier I focused walk throughs, Look For Tools from HMH, Envisions, and 95 Core Phonics to determine professional learning, differentiated support, and next steps for individuals, grade levels and schoolwide needs. Administration and instructional coaches will guide and oversee PLC work, and provide accountability for the data collection and analysis.</p>	<p>Kindergarten through 5th grade teachers will implement the Tier I instructional model, engage in standards-based instruction at the appropriate rigor, use standards-based assessments, analyze, and use data to make instructional changes, actively participate in weekly PLC collaboration work</p>			
Inquiry Area 3 - Connectedness		Select aligned STIP goal below:		Did we achieve our Connectedness goal?
<p>School Goal: Reduce the percent of all students chronically absent from 22% in 2022/23 to 10% by 2023/24 as measured by Infinite Campus.</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>		
Improvement Strategies	Intended Outcomes/Formative Measures	Status Check 1	Status Check 2	Were our improvement strategies successful?
<p>Magnet Coordinator will implement a systematic and</p>	<p>Students will attend school each day and not be absent unless</p>			