

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: Ruben P. Diaz Elementary School		Status Check 1 9/25/23	Status Check 2 (Type Date Here)	Act 3 (Type Date Here)
Inquiry Area 1 - Student Success		Select aligned STIP goal below:		Did we achieve our Student Success goal?
<i>Increase the percent of students meeting/exceeding growth projections in reading 55% (Fall MAP 2023) to 66% (Winter 2023) to 80% (Spring MAP 2024) as measured by MAP Growth Assessments.</i>		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?
<i>Provide professional learning on tasks that are of high cognitive demand and aligned to standards that authentically engage all learners. Include analysis of ELA and Math summative and formative assessments and SLG results in October, December and March during PLCs.</i>	<i>The Fall 2023 Reading MAP Data shows that 55% of our Kindergarten through Fifth Grade students are below the 41st percentile in Growth. This data mirrors the Fall 2022 Reading MAP Data of 51% of our Kindergarten through Fifth Grade students were below the 41st percentile in Growth. Our teachers, strategists, and principal will collaborate during PLCs to create scaffolding of understanding the standards for students without lower the rigor of the assessment or of the success criteria. Our teachers, strategists, and principal will focus on teacher clarity to ensure our students know what they are learning, why they are learning it, and how they know they have learned it.</i>	Strong		
Inquiry Area 2 - Adult Learning Culture		Select aligned STIP goal below:		Did we achieve our Adult Learning Culture goal?
<i>Increase the percentage of teachers that complete the Districtwide School Staff Survey from 20% (Spring 2023) to 100% (Spring 2024).</i>		Nevada Education Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated		
Improvement Strategies	Intended Outcomes/Formative Measures	Status Check 1	Status Check 2	Were our improvement strategies successful?
<i>Provide quarterly Schoolwide Staff Survey with incentives for everyone who completes the survey.</i>	<i>The teachers will be more willing to share how they feel about the climate, culture, and safety at the building and District level. Google Forms with the the same Districtwide Staff Survey questions will be given quarterly. This will give the principal insight on how the staff feels about the climate, culture, and safety of the school and the District.</i>	Strong	At Risk	
Inquiry Area 3 - Connectedness		Select aligned STIP goal below:		Did we achieve our Connectedness goal?

<i>Decrease the percentage of students who are chronically absent from 28% in the 2022-2023 school year to 25% at the end of semester 1, 2023 and 18% at the end of semester 2, 2024 as measured by FocusEd data.</i>		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?
<i>Implementation Multi-Tiered Systems of Support (MTSS) to address chronic absenteeism.</i>	<i>Students feel connected and increase their overall attendance rate.</i>	Strong	At Risk	

Act 2 - Status Check 1

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[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: Ruben P. Diaz Elementary School

Inquiry Area 1 - Student Success

Increase the percent of students meeting/exceeding growth projections in reading 55% (Fall MAP 2023) to 66% (Winter 2023) to 80% (Spring MAP 2024) as measured by MAP Growth Assessments.

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>
Provide professional learning on tasks that are of high cognitive demand and aligned to standards that authentically engage all learners. Include analysis of ELA and Math summative and formative assessments and SLG results in October, December and March during PLCs.	The Fall 2023 Reading MAP Data shows that 55% of our Kindergarten through Fifth Grade students are below the 41st percentile in Growth. This data mirrors the Fall 2022 Reading MAP Data of 51% of our Kindergarten through Fifth Grade students were below the 41st percentile in Growth. Our teachers, strategists, and principal will collaborate during PLCs to create scaffolding of understanding the standards for students without lower the rigor of the assessment or of the success criteria. Our teachers, strategists, and principal will focus on teacher clarity to ensure our students know what they are learning, why they are learning it, and how they know they have learned it.	Strong	The Fall 2023 Reading MAP Data shows that 55% of our Kindergarten through Fifth Grade students are below the 41st percentile in Growth. This data mirrors the Fall 2022 Reading MAP Data. Our teachers, strategists, and principal will collaborate during PLCs to create scaffolding of understanding the standards for students without lowering the rigor of the assessment or of the success criteria. Our teachers, strategists, and principal will focus on teacher clarity to ensure our students know what they are learning, why they are learning it, and how they know they have learned it.	Our teachers, strategists, and principal are analyzing ELA and Math common formative and summative assessments. Our students and teachers are familiarizing themselves with the new ELA program, HMH. Our students are not used the complexity of the text or learning multiple standards at the same time. Our teachers, strategists, and principal need to continue to use the Backwards Assessment Model and the District's pacing guides to ensure we are teaching the major standards to the depth and breadth of the assessment and the assessment types. Our teachers, strategists, and principal are focusing on teacher clarity to ensure our students know what they are learning, why they are learning it, and how they know they have learned it. 75% of the classrooms observed have their learning intentions and the success criteria visible for students. 50% of the classrooms observed had students who could tell the principal what they are learning, why they are learning it, and how they know they have learned it.	We need to continue to reach out to the District's Literacy Department and to the Regions' HMH liaison for guidance on how to assess with a spiral program.

Inquiry Area 2 - Adult Learning Culture

Increase the percentage of teachers that complete the Districtwide School Staff Survey from 20% (Spring 2023) to 100% (Spring 2024).

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Provide quarterly Schoolwide Staff Survey with incentives for everyone who completes the survey.	The teachers will be more willing to share how they feel about the climate, culture, and safety at the building and District level. Google Forms with the the same Districtwide Staff Survey questions will be given quarterly. This will give the principal insight on how the staff feels about the climate, culture, and safety of the school and the District.	Strong	The Adult Learning Culture Goal is new goal due to a new principal being appointed on August 23, 2023.	The principal was appointed on August 23, 2023. The first School Staff Survey will be conducted on October 5, 2023. Results will be share on October 6, 2023.	

Inquiry Area 3 - Connectedness

Decrease the percentage of students who are chronically absent from 28% in the 2022-2023 school year to 25% at the end of semester 1, 2023 and 18% at the end of semester 2, 2024 as measured by FocusEd data.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Implementation Multi-Tiered Systems of Support (MTSS) to address chronic absenteeism.	Students feel connected and increase their overall attendance rate.	Strong	As of 9/22/23 the chronic absenteeism rate is at 18% according FocusED.	The principal was appointed on August 23, 2023. The first School Staff Survey will be conducted on October 5, 2023. Results will be share on October 6, 2023.	

Act 2 - Status Check 2 (Plan of Operation Requirement)

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[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: **Ruben P. Diaz Elementary School**

Inquiry Area 1 - Student Success

Increase the percent of students meeting/exceeding growth projections in reading 55% (Fall MAP 2023) to 66% (Winter 2023) to 80% (Spring MAP 2024) as measured by MAP Growth Assessments.

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>
Provide professional learning on tasks that are of high cognitive demand and aligned to standards that authentically engage all learners. Include analysis of ELA and Math summative and formative assessments and SLG results in October, December and March during PLCs.	The Fall 2023 Reading MAP Data shows that 55% of our Kindergarten through Fifth Grade students are below the 41st percentile in Growth. This data mirrors the Fall 2022 Reading MAP Data of 51% of our Kindergarten through Fifth Grade students were below the 41st percentile in Growth. Our teachers, strategists, and principal will collaborate during PLCs to create scaffolding of understanding the standards for students without lower the rigor of the assessment or of the success criteria. Our teachers, strategists, and principal will focus on teacher clarity to ensure our students know what they are learning, why they are learning it, and how they know they have learned it.	At Risk	The Winter 2023 Reading MAP Data shows that the percent of students meeting/exceeding growth projections in reading is 68% (2% greater than the goal). Our teachers are learning more about the resources the program has every day. Our teachers, strategists, and administration will continue to collaborate during PLCs to analyze formative and summative assessments to drive instruction.	Our teachers, strategists, and administration will use the Winter NWEA MAP Learning Continuum to determine the learning gaps of each student in reading. Tier II groups will be reconfigured to ensure every student is receiving the intense and explicit instruction they need to close the gaps. In addition, all students who need enrichment will receive explicit direct instruction from a teacher. Our teachers will use quick checks to determine who they will work with in their Tier I small groups to reteach the lesson in a different way to ensure students are meeting the standard.	Our teachers will continue to work with students on explicit and intense instruction during Tier II small groups. Our teachers will focus on the standards and not on a program to ensure students are making growth in MAP. Teachers will meet weekly during PLCs to use the Backwards Assessment Model to drive instruction, determine which students meet the standard, and how to reteach those who do not.

Inquiry Area 2 - Adult Learning Culture

Increase the percentage of teachers that complete the Districtwide School Staff Survey from 20% (Spring 2023) to 100% (Spring 2024).

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Provide quarterly Schoolwide Staff Survey with incentives for everyone who completes the survey.	The teachers will be more willing to share how they feel about the climate, culture, and safety at the building and District level. Google Forms with the the same Districtwide Staff Survey questions will be given quarterly. This will give the principal insight on how the staff feels about the climate, culture, and safety of the school and the District.	At Risk	Only 27 out of 75 staff members completed the District Survey.	Administration will give the survey at the end of a staff meeting and leave while the staff completes it. The survey will be given on March 6, 2024 and May 15, 2024.	All staff needs to have buy in to complete the survey.

Inquiry Area 3 - Connectedness

Decrease the percentage of students who are chronically absent from 28% in the 2022-2023 school year to 25% at the end of semester 1, 2023 and 18% at the end of semester 2, 2024 as measured by FocusEd data.

The chronic absenteeism rate without filtering MDT or MED is 23% at the end of the first semester. The chronic absenteeism rate is 13% not including MED or MDT absence excuses at the end of the first semester. The chronic absenteeism rate not including MED absence excuses is 17%. Our Kindergarteners have the highest chronic absenteeism with

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>Implementation Multi-Tiered Systems of Support (MTSS) to address chronic absenteeism.</p>	<p>Students feel connected and increase their overall attendance rate.</p>	<p>At Risk</p>	<p>Our chronic absenteeism rate is 13% filtering MDT and MED. 98 students are chronically absent with unverified reasons. 85% or 168 out of 196 students completed the District Survey. Our Kindergarten has the highest chronic absenteeism in the school with 39%.</p>	<p>The MTSS Team will analyze the District and Panorama Survey Results. The CIS, school counselor, and administration will continue to reach out to families who have chronic absenteeism. We will have our quarterly incentives for those with one or zero absences and for classes who reach their 100% attendance goal. We will add monthly incentives for those students who have one or zero absences.</p>	<p>We need all families to bring their children to school on a daily basis unless they have a fever or have a stomach issue.</p>
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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: Ruben P. Diaz 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>			
Increase the percent of students meeting/exceeding growth projections in reading 55% (Fall MAP 2023) to 66% (Winter 2023) to 80% (Spring MAP 2024) as measured by MAP Growth Assessments.						
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>
Provide professional learning on tasks that are of high cognitive demand and aligned to standards that authentically engage all learners. Include analysis of ELA and Math summative and formative assessments and SLG results in October, December and March during PLCs.	The Fall 2023 Reading MAP Data shows that 55% of our Kindergarten through Fifth Grade students are below the 41st percentile in Growth. This data mirrors the Fall 2022 Reading MAP Data of 51% of our Kindergarten through Fifth Grade students were below the 41st percentile in Growth. Our teachers, strategists, and principal will collaborate during PLCs to create scaffolding of understanding the standards for students without lower the rigor of the assessment or of the success criteria. Our teachers, strategists, and principal will focus on teacher clarity to ensure our students know what they are learning, why they are learning it, and how they know they have learned it.					
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 that complete the Districtwide School Staff Survey from 20% (Spring 2023) to 100% (Spring 2024) .						
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
Provide quarterly Schoolwide Staff Survey with incentives for everyone who completes the survey.	The teachers will be more willing to share how they feel about the climate, culture, and safety at the building and District level. Google Forms with the the same Districtwide Staff Survey questions will be given quarterly. This will give the principal insight on how the staff feels about the climate, culture, and safety of the school and the District.					
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Decrease the percentage of students who are chronically absent from 28% in the 2022-2023 school year to 25% at the end of semester 1, 2023 and 18% at the end of semester 2, 2024 as measured by FocusEd data.						
Improvement Strategies	Intended Outcomes/Formative Measures	Were our improvement strategies successful?	Continue, Correct, or Cancel the Strategy?	Now (Lessons Learned)	Next (Next Steps)	Need
Implementation Multi-Tiered Systems of Support	Students feel connected and increase their overall					