

Directions - Status Tracker:

- ****Only type in the yellow cells on each tab.****
- **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 (this tab):

Double-click in the yellow cells before typing or pasting text.

- Type the school name.
- 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):

- Select the aligned STIP goal from the drop-down menu for each goal.
- Enter the dates of each Status Check meeting in the yellow cells that say (Insert Date Here). ↓

Doris French Elementary	Status Check 1	Status Check 2	Act 3
	10/2022	Waived	5/19/2023

Inquiry Area 1 - Student Success	Select aligned STIP goal below:	Did we achieve our Student Success goal?
Differentiated supports will be implemented for high need groups (ELL, SPED, Complex trauma) to rebound from lost learning will be observed in 75% of Instructional Walkthroughs by the end of the year. Increase the number of kids in ELL and IEP subgroups above the 25 quartile by 5% on the winter MAPS benchmark and 5% on the Spring benchmark	Nevada Education Goal 3: All students experience continued academic growth	No

Improvement Strategies	Intended Outcomes/Formative Measures	Status Check 1	Status Check 2	Were our improvement strategies successful?
English Language Learners will have equity in access to Tier 1 instruction	ELL students will receive differentiated scaffolding to assist with accessing Tier 1 instruction in an equitable manner as observed in instructional rounds, lesson plans, and observation data.	At Risk	N/A	
ELL students will receive differentiated scaffolding to assist with accessing Tier 1 instruction in an equitable manner as observed in instructional rounds, lesson plans, and observation data.	Students with IEPs will have additional access to Tier 1 instruction with supports to increase their reading and math proficiency, as observed in observations and instructional rounds.	Instructional rounds and observations show that scaffolds are being implemented. However, sentence frames and front loading are not being implemented consistently. Strategist will push in to support consistent implementation.		Yes

Inquiry Area 2 - Adult Learning Culture	Select aligned STIP goal below:	Did we achieve our Adult Learning Culture goal?
By the end of the school year, 80% of PLC meeting agendas and observations will demonstrate that data is used in a quick and effective manner to drive high quality instruction for all students.	Nevada Education Goal 2: All students have access to effective educators	Yes

Improvement Strategies	Intended Outcomes/Formative Measures	Status Check 1	Status Check 2	Were our improvement strategies successful?
Increase the quality of instruction with PD on unwrapping standards, formative and summative assessment alignment, skill deficits, peer reviews of alignment and assessments.	PLC meetings will allow teachers to use grade level assessment data and STAR data to determine rebound learning that is needed to help students fill gaps needed to master grade level standards, as demonstrated through PLC agendas and PLC meeting discourse and lesson planning.	Strong	N/A	Yes
		PLC meetings are implemented as half days once a month and weekly as grade levels. Extra funding is used for PLC time outside the contract day. Observations demonstrate instruction that is getting stronger and helping fill gaps through scaffolding.		

Inquiry Area 3 - Connectedness		Select aligned STIP goal below:		Did we achieve our Connectedness goal?
Children of Complex Trauma will have supports that help them with basic needs to assist with proficiency in grade level standards. Decrease the number of discipline referrals in Infinite Campus and support students through Restorative Practices. Increase the number of students that are not afraid to request assistance for food, clothing, and personal care items from the counselor to support their basic needs.		Nevada Education Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated		Yes
Improvement Strategies	Intended Outcomes/Formative Measures	Status Check 1	Status Check 2	Were our improvement strategies successful?
Strategist will work with counselor and administrators to do check-ins and academic and behavior supports in the classroom to help students acquire ready to learn behaviors. Counselor and strategist will work together to help students understand their circle of influence and how to manage influences that they are not able to control.	Students will have access to a variety of wraparound and SEL supports	Strong	N/A	Yes
		Wrap around services, including a licensed therapist, have helped students with basic needs and decreased the number of students that have been referred for offenses. Students have learned to ask for food and clothing and emotional support.		