

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 2/8/24	Act 3 (Type Date Here)
Inquiry Area 1 - Student Success		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		
Improvement Strategies	Intended Outcomes/Formative Measures	Status Check 1	Status Check 2	Were our improvement strategies successful?
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	Strong	No
Inquiry Area 2 - Adult Learning Culture		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		No
Improvement Strategies	Intended Outcomes/Formative Measures	Status Check 1	Status Check 2	Were our improvement strategies successful?
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	Strong	Yes
Inquiry Area 3 - Connectedness		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		Yes
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, inviting them to attend and participate in school wide events.</i>	Strong	Strong	Yes
				#REF!

Act 2 - Status Check 1

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

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

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	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>
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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:

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: **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	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>
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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>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>
<p style="text-align: center;">Strong</p>					

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 making good progress implementing PLC's.</p>	<p>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.</p>	<p>We need district guidance documents with more clarity on the gradebook and questions.</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 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.

Act 3 - Reviewing Our Journey

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Directions and Resources for Act 3

Status Tracker Directions:

1. 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**.
2. 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 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."		Yes	Continue (and update)			
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."		No	Correct			
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>	<p>No</p>	<p>Correct</p>	<p>Curricula was implemented throughout the school with fidelity. Strategists were able to support teachers through weekly PLC meetings. Success was found with instructional assistants, through proper training by strategists as well as appropriate materials to lead intervention groups. Difficulty was found in ELA Tier I instruction with utilizing the curriculum optimally. Teachers also identified that training and collaboration time was needed in order to better interpret data to make informed decisions in their instructional practices. Strategists found difficulty in reaching all teachers in regard to coaching and modeling.</p>	<p>At the moment, teachers are working with strategists to interpret Spring data in order to target what students need going into next year. Plans are also being made to adjust instructional supervision at the school. Trainings related to Tier I best practices (Kagan) are being planned for the upcoming year. Pacing and Clarity guides provided by the district are also being looked at in order to effectively create long range plans.</p>	<p>In order to be successful moving into this upcoming year, support is needed from administration and strategists. Allowing strategists to complete their tasks, unimpeded, is essential in reaching our goals. Renewed focus on instructional practices in Tier I through the use of Kagan and the district-provided curriculum is also crucial. Remaining in-line with pacing guides will be another major focus of the upcoming school year.</p>
<p>Inquiry Area 2 - Adult Learning Culture</p>		<p>Did we achieve our Adult Learning Culture goal?</p>	<p>Continue, Correct, or Cancel the Goal?</p>			
<p>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</p>		<p>No</p>	<p>Correct</p>			
<p>Improvement Strategies</p>	<p>Intended Outcomes/Formative Measures</p>	<p>Were our improvement strategies successful?</p>	<p>Continue, Correct, or Cancel the Strategy?</p>	<p>Now (Lessons Learned)</p>	<p>Next (Next Steps)</p>	<p>Need</p>
<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>Yes</p>	<p>Continue</p>	<p>PLCs were highly effective in allowing teachers to interpret and implement the district-provided Tier I curricula and best meet the needs of their students. Difficulty was found due to starting these PLCs late into the school year. Teachers also recognized a lack of knowledge regarding best practices for instruction and discourse.</p>	<p>Continuing the progress that was made during this school year, strategists will continue to work with teachers through PLCs, coaching cycles, and professional development trainings. Teachers will continue to pursue their own continuous improvement and growth through their SLGs, personal research and attendance at trainings, as well as seeking out support from strategists, administration, and other staff members as necessary.</p>	<p>In order to continue progress towards this goal, it was suggested that PLCs begin at the beginning of the year and are consistent throughout. Administration, in agreement with teachers and strategists, believe that seeing teacher leaders facilitate these PLCs in order to see the most effective results. Proper training related to Tier I instructional practices was also identified as a need.</p>

Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
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.		Yes	Continue (and update)			
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 ample opportunities for parents to	An increase in parental involvement through two-way	Yes	Continue	Success was found this year through increasing	To continue this growth, more community events	The development and work of the Jacobson