

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: Fredric W Watson ES		Status Check 1 10/11/2023	Status Check 2 2/5/2024	Act 3 (Type Date Here)
Inquiry Area 1 - Student Success		Select aligned STIP goal below:		Did we achieve our Student Success goal?
<p>Increase the percentage of students in K-5th grade performing at or above the 61st percentile on the Winter 2023 ELA MAP assessment by 5% (28% or higher), and by 10% (33% or higher) by the Spring 2024 ELA MAP assessment.</p> <p>Increase the number of students in K-5th grade performing at or above the 61st percentile on the Winter 2023 Math MAP assessment by 5% (24 % on or above)and by 10% (29% on or above) by the Spring 2024 Math MAP assessment.</p>		Nevada Education Goal 2: All students have access to effective educators		
Improvement Strategies	Intended Outcomes/Formative Measures	Status Check 1	Status Check 2	Were our improvement strategies successful?
Fredric W Watson will continue to implement The Leader In Me, specifically the Aligning Academics portion where students are taught to develop and track specific goals for themselves. Students will develop a goal in relation to the ELA MAP assessment and will work throughout the year to achieve the goal.	Students will become more invested in their own education and will be able to track their own progress toward a goal that they created.	At Risk	Strong	Yes
Watson ES staff will develop and implement effective instructional strategies, including the creation of small group instructional tools/strategies to specifically target student deficits as well as ways to ensure classroom instruction has high levels of rigor.	Improve consistency and rigor of Tier 1 instruction and improve the use/outcomes of small group instruction.	At Risk	At Risk	No
Inquiry Area 2 - Adult Learning Culture		Select aligned STIP goal below:		Did we achieve our Adult Learning Culture goal?
<p>By the end of the 2023-2024 school year, 80% of classroom observations will show evidence of "high levels of rigor" and 80% of observations will show "differentiated Tier 1 instruction" as measured by classroom walkthrough data. Based on classroom walkthrough data collected during the 2022-2023 school year, roughly 30% of classroom observations showed high rigor and differentiated tier 1 instruction.</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?
Fredric W Watson will continue to implement The Leader In Me, specifically the Aligning Academics portion where students are taught to develop and track specific goals for themselves. Students will develop a goal in relation to the Math MAP assessment and will work throughout the year to achieve the goal.	Students will become more invested in their own education and will be able to track their own progress toward a goal that they created.	At Risk	Strong	Yes
Fully implement enVisionMathematics Common Core 2020.	Students will have a consistent and progressive instructional tool for math instruction.	Strong	Strong	Yes
Inquiry Area 3 - Connectedness		Select aligned STIP goal below:		Did we achieve our Connectedness goal?

<i>Increase and improve communication methods and consistency between staff, community, and parents.</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 targeted outreach to families of diverse backgrounds, address current identified needs, and secure resources/connections that support ongoing family engagement and ultimate student learning.</i>	<i>Families from the diverse communities within the Watson ES population will feel welcomed and engaged in both school activities and their children's education.</i>	Strong	Strong	Yes

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: Fredric W Watson ES

Inquiry Area 1 - Student Success

Increase the percentage of students in K-5th grade performing at or above the 61st percentile on the Winter 2023 ELA MAP assessment by 5% (28% or higher), and by 10% (33% or higher) by the Spring 2024 ELA MAP assessment.
 Increase the number of students in K-5th grade performing at or above the 61st percentile on the Winter 2023 Math MAP assessment by 5% (24% on or above) and by 10% (29% on or above) by the Spring 2024 Math MAP assessment.

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 implementation are there?</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>
Fredric W Watson will continue to implement The Leader In Me, specifically the Aligning Academics portion where students are taught to develop and track specific goals for themselves. Students will develop a goal in relation to the ELA MAP assessment and will work throughout the year to achieve the goal.	Students will become more invested in their own education and will be able to track their own progress toward a goal that they created.	At Risk	We have been working on this strategy this school year, but many of our students have not been able to meet their goal(s) yet. Progress is unverified at this time.	We will continue to monitor this.	We need more time and more consistent monitoring of the Data binders and student goals.
Watson ES staff will develop and implement effective instructional strategies, including the creation of small group instructional tools/strategies to specifically target student deficits as well as ways to ensure classroom instruction has high levels of rigor.	Improve consistency and rigor of Tier 1 instruction and improve the use/outcomes of small group instruction.	At Risk	Teachers are including the small group instructional tools/strategies in their daily instruction. At this point, the effectiveness of the tools/strategies is not clear.	We will continue to monitor this and, as needed, we will consult with classroom teachers to adjust or change their strategies.	We need more time. We are still calibrating how to measure rigor in classroom instruction. We also need mid-year MAP data to determine overall effectiveness of the strategy. Mid year MAP assessment is being administered starting this week (11/13/23).

Inquiry Area 2 - Adult Learning Culture

By the end of the 2023-2024 school year, 80% of classroom observations will show evidence of "high levels of rigor" and 80% of observations will show "differentiated Tier 1 instruction" as measured by classroom walkthrough data. Based on classroom walkthrough data collected during the 2022-2023 school year, roughly 30% of classroom observations showed high rigor and differentiated tier 1 instruction.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Fredric W Watson will continue to implement The Leader In Me, specifically the Aligning Academics portion where students are taught to develop and track specific goals for themselves. Students will develop a goal in relation to the Math MAP assessment and will work throughout the year to achieve the goal.	Students will become more invested in their own education and will be able to track their own progress toward a goal that they created.	At Risk	Students have data binders and most have personal academic goals.	Help adjust student goals if not specific or measurable (or not rigorous enough); Ensure all students have written goals	Time to monitor, coach students and provide support and encouragement.
Fully implement enVisionMathematics Common Core 2020.	Students will have a consistent and progressive instructional tool for math instruction.	At Risk	The program is being fully implemented, the effectiveness of the classroom instruction is now the question.	Continue to monitor math lessons in classrooms to gauge effectiveness and follow up with Winter 2023 MAP results for confirmation	Time to monitor, coach teachers, and track data

Inquiry Area 3 - Connectedness

Increase and improve communication methods and consistency between staff, community, and parents.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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Provide targeted outreach to families of diverse backgrounds, address current identified needs, and secure resources/connections that support ongoing family engagement and ultimate student learning.	Families from the diverse communities within the Watson ES population will feel welcomed and engaged in both school activities and their children's education.	At Risk	Parents and families have been very involved in our recent school activities (Family Day, Fall Festival and Pumpkin Run fundraiser) and all feedback received by school personnel has been very positive.	Continue to look for ways to add different activities (preferably with an academic purpose)	More ideas for family activities. More ideas to encourage teachers and staff to stay for after school activities without compensation and without it being a mandatory work night.

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:

- 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
- 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: Fredric W Watson ES

Inquiry Area 1 - Student Success

Increase the percentage of students in K-5th grade performing at or above the 61st percentile on the Winter 2023 ELA MAP assessment by 5% (28% or higher), and by 10% (33% or higher) by the Spring 2024 ELA MAP assessment.
 Increase the number of students in K-5th grade performing at or above the 61st percentile on the Winter 2023 Math MAP assessment by 5% (24 % on or above)and by 10% (29% on or above) by the Spring 2024 Math MAP assessment.

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 you 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>
Fredric W Watson will continue to implement The Leader In Me, specifically the Aligning Academics portion where students are taught to develop and track specific goals for themselves. Students will develop a goal in relation to the ELA MAP assessment and will work throughout the year to achieve the goal.	Students will become more invested in their own education and will be able to track their own progress toward a goal that they created.	Strong	Students created an ELA MAP Assessment goal. This goal was created by both the teacher and the student along with a plan to reach the goal.	Students will continue to create ELA MAP Assessment goals for the Spring Assessment.	Teachers need to all be consistent with how they are coming up with their goals. All staff need to have student conferences to review students ELA Goals.
Watson ES staff will develop and implement effective instructional strategies, including the creation of small group instructional tools/strategies to specifically target student deficits as well as ways to ensure classroom instruction has high levels of rigor.	Improve consistency and rigor of Tier 1 instruction and improve the use/outcomes of small group instruction.	At Risk	Not all classrooms have effective small groups running. Classroom teachers were all given a directive to have small group instruction for ELA. Staff has been provided with strategies and how to create groups based on student needs.	We will continue to monitor this and, as needed, we will consult with classroom teachers to adjust or change their strategies.	We need more time. We are still calibrating how to measure rigor in classroom instruction. We also need mid-year MAP data to determine overall effectiveness of the strategy.

Inquiry Area 2 - Adult Learning Culture

By the end of the 2023-2024 school year, 80% of classroom observations will show evidence of "high levels of rigor" and 80% of observations will show "differentiated Tier 1 instruction" as measured by classroom walkthrough data. Based on classroom walkthrough data collected during the 2022-2023 school year, roughly 30% of classroom observations showed high rigor and differentiated tier 1 instruction.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Fredric W Watson will continue to implement The Leader In Me, specifically the Aligning Academics portion where students are taught to develop and track specific goals for themselves. Students will develop a goal in relation to the Math MAP assessment and will work throughout the year to achieve the goal.	Students will become more invested in their own education and will be able to track their own progress toward a goal that they created.	Strong	Students created a Math MAP Assessment goal. This goal was created by both the teacher and the student along with a plan to reach the goal.	Students will continue to create Math MAP Assessment goals for the Spring Assessment.	Teachers need to all be consistent with how they are coming up with their goals. All staff need to have student conferences to review students Math Goals.
Fully implement enVisionMathematics Common Core 2020.	Students will have a consistent and progressive instructional tool for math instruction.	Strong	The program is being fully implemented, the effectiveness of the classroom instruction is now the question.	Continue to monitor math lessons in classrooms to gauge effectiveness	Continue to monitor, coach teachers, and track data

Inquiry Area 3 - Connectedness

Increase and improve communication methods and consistency between staff, community, and parents.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Provide targeted outreach to families of diverse backgrounds, address current identified needs, and secure resources/connections that support ongoing family engagement and ultimate student learning.	Families from the diverse communities within the Watson ES population will feel welcomed and engaged in both school activities and their children's education.	Strong	Parents and families have been very involved in our recent school activities (Family Day, Fall Festival and Pumpkin Run fundraiser) and all feedback received by school personnel has been very positive.	Continue to look for ways to add different activities (preferably with an academic purpose)	More ideas for family activities. More ideas to encourage teachers and staff to stay for after school activities without compensation and without it being a mandatory work night.

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: Fredric W Watson ES

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 percentage of students in K-5th grade performing at or above the 61st percentile on the Winter 2023 ELA MAP assessment by 5% (28% or higher), and by 10% (33% or higher) by the Spring 2024 ELA MAP assessment. Increase the number of students in K-5th grade performing at or above the 61st percentile on the Winter 2023 Math MAP assessment by 5% (24 % on or above)and by 10% (29% on or above) by the Spring 2024 Math MAP assessment.		No	Continue (and update)			
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>
Fredric W Watson will continue to implement The Leader In Me, specifically the Aligning Academics portion where students are taught to develop and track specific goals for themselves. Students will develop a goal in relation to the ELA MAP assessment and will work throughout the year to achieve the goal.	Students will become more invested in their own education and will be able to track their own progress toward a goal that they created.	Yes	Continue	Watson ES had some success in implementing The Leader In Me, but is planning to intensify and expand its use on a daily basis. Students will be required to have an updated data binder at all times that will include personal academic goals and the student's plan to meet those goals. It will be expected that visitors to each classroom will ask to review at least 1 student binder and engage the student regarding its content.	Data binders will be utilized starting the first week of school and will be reviewed consistently throughout the school year. Student goals should also be displayed prominently within the classroom.	Consistent expectations and follow thru
Watson ES staff will develop and implement effective instructional strategies, including the creation of small group instructional tools/strategies to specifically target student deficits as well as ways to ensure classroom instruction has high levels of rigor.	Improve consistency and rigor of Tier 1 instruction and improve the use/outcomes of small group instruction.	No	Continue	After much push back from teachers, administration backed off a bit on expectations as there were multiple new and complex programs that teachers had to learn and implement. In hindsight, the expectations should not have been lowered.	Teachers will be required to meet with the RBG3 Strategist to share their plan (strategies) for all students for the year and those plans, once approved by the RBG 3 strategist, will be shared with administration	Consistent expectations and follow thru
Inquiry Area 2 - Adult Learning Culture		Did we achieve our Adult Learning Culture goal?	Continue, Correct, or Cancel the Goal?			
By the end of the 2023-2024 school year, 80% of classroom observations will show evidence of "high levels of rigor" and 80% of observations will show "differentiated Tier 1 instruction" as measured by classroom walkthrough data. Based on classroom walkthrough data collected during the 2022-2023 school year, roughly 30% of classroom observations showed high rigor and differentiated tier 1 instruction.		No	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
Fredric W Watson will continue to implement The Leader In Me, specifically the Aligning Academics portion where students are taught to develop and track specific goals for themselves. Students will develop a goal in relation to the Math MAP assessment and will work throughout the year to achieve the goal.	Students will become more invested in their own education and will be able to track their own progress toward a goal that they created.	Yes	Continue	Watson ES had some success in implementing The Leader In Me, but is planning to intensify and expand its use on a daily basis. Students will be required to have an updated data binder at all times that will include personal academic goals and the student's plan to meet those goals. It will be expected that visitors to each classroom will ask to review at least 1 student binder and engage the student regarding its content.	We will hold some kickstart training at the beginning of the school year and, hopefully, prior to the official start of the school year and will do mini presentations and motivational updates throughout the school year.	Consistent and clear expectations and consistent follow thru
Fully implement enVisionMathematics Common Core 2020.	Students will have a consistent and progressive instructional tool for math instruction.	Yes	Continue	We will continue to fully implement the enVision Math program in the 24-25 school year, as we did see growth this past school year while using it.	Site math team will give input as to ways to improve implementation and use of the math program and will share find and share effective and proven strategies to improve the program's impact.	Consistent and clear expectations and consistent follow thru
Inquiry Area 3 - Connectedness		Did we achieve our Connectedness goal?	Continue, Correct, or Cancel the Goal?			
Increase and improve communication methods and consistency between staff, community, and parents.		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 targeted outreach to families of diverse backgrounds, address current identified needs, and secure resources/connections that support ongoing family engagement and ultimate student learning.	Families from the diverse communities within the Watson ES population will feel welcomed and engaged in both school activities and their children's education.	Yes	Continue	Continue to find ways to invite parent participation both on and off campus and seek input from them on how to enhance our partnership.	Brainstorm with staff members at beginning of the year and with the School Organizational Team members to find new ideas or ways to enhance and/or expand current or previous ideas and activities to improve the overall Watson community.	Consistent and clear communication with parents/families and staff and consistent follow thru