

Act 2 - Status Check 1

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

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: William E Ferron Elementary

Inquiry Area 1 - Student Success

Increase the percent of all students proficient in mathematics from 35.3% in 2024 to 42.8% in 2025 and increase the number of proficient students in all other student groups by 7.5% as measured by SBAC 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 we seeing?</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>
Common Curriculum - Teachers/PLCs/dialogue Interpreting Answers/Problem Solving/RAMP Conceptual Building within PLC's Academic Discourse with multiple Kagan Strategies Acceleration Time with Math Strategist and Instructional Aide with Tier II intervention program (Bridges in Mathematics) Tier I Math Coaching from Math Strategist Math Family Engagement Workshops - supporting parents with math concepts and problem solving	Teachers will utilize a consistent curricular resource that aligns to the NVACS to provide effective Tier 1 instruction. Additionally teachers will provide targeted Tier 2 and 3 supports, resulting in students gaining the necessary skills and strategies to successfully master math standards. As a result, student proficiency will increase by 7.5% for all students on the Spring 2025 Math SBAC and there will also be an increase of 7.5% within each student group.	Strong	Our initial data shows that we are maintaining the number of students on track to be proficient on the SBAC. The number of students approaching standards has increased by 3%. We are comfortable in the routine of the math lesson across grade levels as we are in year 4 of Envisions 2020. The gap still remains to move the students that are approaching standards to actually be above the 60th percentile on MAPS.	We need more Tier 1 instruction reflection by teachers on how to scaffold students towards mastery of grade level standards.	PLCs need to have a discussion around math content standards and how they are being taught through best practices. Math strategist being able to do live-coaching through fishbowl observation of another teacher, will be beneficial.

Inquiry Area 2 - Adult Learning Culture

By the end of the 2024-2025 school year, 75% of classroom observations will show evidence of student-to-student discourse, using a variety of Kagan structures, as measured by classroom walkthrough data.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
Provide professional development on Engagement Strategies. Provide professional development on Look-For Tools (HMH, Envision, and 95 Phonics).	Teachers will utilize effective Kagan strategies to increase student-to-student discourse.	Strong	From initial walk-throughs, we are seeing 66% of classrooms using more varied discourse strategies. Modeling of engagement strategies are being implemented in staff development days, especially around our LETRS trainings.	If math and literacy coaches can do live-coaching observations with the look-for tools, this will allow live professional development on how to use the look-for tools to increase their teacher effectiveness.	Coaches need dedicated time for live-coaching experiences. Teachers need to share discourse strategies with each other during PLCs.

Inquiry Area 3 - Connectedness

Decrease the number of major behaviors by 20% from 86 in the 2023-2024 school year to 69 in the 2024-2025 school year as measured by the Quarterly Progress Monitoring from Infinite Campus.

Improvement Strategies	Intended Outcomes/Formative Measures	Status	Now (Lessons Learned)	Next (Next Steps)	Need
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<p>Second Step SEL Curriculum - K-5th Learning how to respond to each other and regulate emotions Conflict Resolution skills Social Media/Online Lense for these conversations Giving teachers a set curriculum and parent support components Engagement Strategies - Kagan Professional Development Counselor and support staff will deliver extra SEL lessons to students during the 2 ½ hour monthly PLC Kick-off assembly to review schoolwide expectations Weekly Monday Morning messages and Friday ceremony celebrations</p>	<p>Teachers will utilize effective SEL practices as well as restorative practices, will increase student engagement and decrease maladaptive student behaviors by at least 20% as measured by school-wide discipline data.</p>	<p>At Risk</p>	<p>Currently, we are seeing a similar amount of minor and major behaviors to the previous school year. SEL practices are being implemented rarely in the classroom. We did have a school-wide behavior expectations assembly.</p>	<p>SEL implementation will be discussed at grade level PLC's for finding a time to implement more consistently. Counselor and weekly themes need to be implemented for each week that align to classroom SEL curriculum.</p>	<p>We need the long-term plan of SEL themes to be laid out in weekly plans for the school. Teachers need dedicated time in schedule to implement SEL curriculum.</p>
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