

****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

Note:

The status you enter from the drop-down lists will automatically update the accompanying cell on the Master Tracker tab.



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

| 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 exist and why?</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 growth data from MAP is showing great growth across all bands with an overall median growth at the 62nd percentile. The number of students above the 60th percentile in achievement rose by 4% and the number below the 20th percentile decreased by 7%. The focus on strong Tier 1 and small group Tier 1 instruction has led to great growth across K-5th grade. | We need to continue the focus on mastering Tier I instruction for our students and building independence in problem solving on more difficult essential standards. | At this point, we don't need anything new to add to our action plan, we just need to continue the differentiated instruction and support in the math block for all students. |
| 0 | 0 | | | | |

Inquiry Area 2 - Adult Learning Culture

By the end of the 2024-2025 school year, 75% of classroom observations will show evidence of student-

| 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 continued informal and formal observations, we are seeing 80% of classrooms using more varied discourse strategies. Modeling of engagement strategies are being implemented in staff development days, especially around our LETRS trainings. For the past four months, the live coaching by the reading and math instructional coaches has led to increased understanding and usage of engagement strategies. | Math and literacy coaches will continue doing 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. |
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Inquiry Area 3 - Connectedness

Decrease the number of major behaviors by 20% from 86 in the 2023-2034 school year to 69 in the

| Improvement Strategies | Intended Outcomes/Formative Measures | Status | Now (Lessons Learned) | Next (Next Steps) | Need |
|--|---|---------|--|---|---|
| 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 | 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. | At Risk | Currently, we are seeing a slightly less amount of minor and major behaviors compared to the previous school year. SEL practices are being implemented rarely in the classroom. Kindergarten has implemented SEL consistently to support our newest students. The school wide behavior assembly was helpful to start the year. | 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. | 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. |
| 0 | 0 | | | | |